CROCUS PLAINS REGIONAL SECONDARY SCHOOL

COURSE OUTLINE AND ASSESSMENT GUIDE

Course Name: Cinema as a Witness to Modern History

Teacher's Name: *Mr. Clint Howie*

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Course Description: This course invites students to explore the history of the 20th century through the lens of cinema. We will learn how films are made, and how they both shape and are shaped by the events, ideas, and people that define the modern era. Students will examine cinema not only as entertainment, but also as a cultural and historical artifact—one that reflects and challenges social values, political ideologies, and collective memory.

Through thematic units, students will engage with films that address war, fascism, genocide, social justice, science fiction, and comedy. Each unit will pair cinematic analysis with historical inquiry, encouraging students to ask: What does this film reveal about the past? How does it influence the way we remember history today?

Students will also develop skills in critical viewing, historical research, and reflective self-assessment. By analyzing both the artistry and impact of film, they will deepen their understanding of how media and history are interconnected, and how cinema can serve as both a witness to and shaper of modern history.

Text/Other Resources: **No Text.** The films in the course are all the major materials we will be using the rest will be handed out. If a film is missed it is the student's responsibility to find a way to watch the film on their own. Often online through streaming services or on YouTube for rent.

Units of Study and Assessment–   *Order of units may change as needed.*

Unit Title	Outcomes / Goals	Assessment Plan	Proposed time
Introduction to the course and filmmaking	Introduction to Cinema Film Making Techniques/Skills Research Skills Response writing/constructing	- Filming Roles Check In - Scene Analysis - Interstellar Journal - Film – Interstellar 2014: Scene Analysis and Critical Question Response	15 Days
Science Fiction **Films:** **The Matrix 1999** **Blade Runner 1982**	1. Understanding Cinematic Elements 2. Film and Scene Analysis 3. Historical Connections and Ideas 4. Critical Thinking and Interpretation 5. Use of Evidence.	- Science Fiction Journal - Film – The Matrix 1999: Scene Analysis - Film – Blade Runner 1982: Scene Analysis - Critical Question Response	8 Days
Comedy **Films:** **Planes, Trains, and Automobiles 1987** **Knives Out 2019**	1. Understanding Cinematic Elements 2. Film and Scene Analysis 3. Historical Connections and Ideas 4. Critical Thinking and Interpretation 5. Use of Evidence.	- Comedy Journal - Film – Planes Trains and Automobiles 1987: Scene Analysis - Film – Knives Out 2019: Scene Analysis - Critical Question Response	8 Days
Fascism **Films:**	1. Understanding Cinematic Elements 2. Film and Scene Analysis	- Fascism Journal - Film – Star Wars A New Hope 1977: Scene Analysis	8 Days

Star Wars: A New Hope 1977 **The Great Dictator 1940**	3. Historical Connections and Ideas 4. Critical Thinking and Interpretation 5. Use of Evidence.	- Film – The Great Dictator 1940: Scene Analysis - Critical Question Response	
Racism and Justice **Films:** **Till 2022** **Green Book 2018**	1. Understanding Cinematic Elements 2. Film and Scene Analysis 3. Historical Connections and Ideas 4. Critical Thinking and Interpretation 5. Use of Evidence.	- Racism and Justice Journal - Film – Till 2022 Scene Analysis - Film – Green Book 2018: Scene Analysis - Critical Question Response	8 Days
Holocaust **Films:** **JoJo Rabbit 2019** **Schindler's List 1993**	1. Understanding Cinematic Elements 2. Film and Scene Analysis 3. Historical Connections and Ideas 4. Critical Thinking and Interpretation **5.** Use of Evidence.	- Holocaust Journal - Film – JoJo Rabbit 2019: Scene Analysis - Film – Schindler's List 1993: Scene Analysis - Critical Question Response	10 Days
Final Assessment/Unit **Anti-War Films** **Films:** **1917(Film) 2019** **Dunkirk 2017** **Hacksaw Ridge 2016** **All Quiet on the Western Front 2022**	1. Understanding Cinematic Elements 2. Film and Scene Analysis 3. Historical Connections and Ideas 4. Critical Thinking and Interpretation 5. Use of Evidence.	- Anti-War Journal - Film – 1917 2019: Scene Analysis - Film – Dunkirk 2017: Scene Analysis - Film – Hacksaw Ridge 2016: Scene Analysis - Film – All Quiet on the Western Front 2022: Scene Analysis - Critical Question Response	17 Days
Final Conference	1. Understanding Cinematic Elements 2. Film and Scene Analysis 3. Historical Connections and Ideas 4. Critical Thinking and Interpretation 5. Use of Evidence.	- Student Led Conference - Marks will be determined by reflection and presentation of evidence since mid-term mark and conference. - Two Marks will be decided upon in this final conference, a mark for the final unit/assessment and a mark for the work up to the final unit.	Last 3 Days of Regular Classes *Exam Week (3 Days) for makeup / overflow*

Assessment Philosophy

Assessment in this course is designed to support learning, growth, and meaningful reflection. Students are assessed on what they understand and can demonstrate over time, not on the completion of individual tasks or the accumulation of points.

Assessment for Learning (Formative):
Ongoing learning experiences such as scene analysis, journals, discussions, and check-ins are used to provide feedback, guide instruction, and help students identify next steps in their learning. These are recorded as completion or progress indicators in PowerSchool.

Assessment of Learning (Summative):
Formal grades are determined through conferences at the midterm and end of the course. These grades are based on patterns of evidence across multiple units and learning opportunities, informed by student self-assessment and teacher professional judgment.

Students will experience films as complete works before analyzing them. This approach honours cinema as an art form and allows students to engage emotionally and intellectually with each film before moving into structured analysis. Scene analysis, guided responses, and critical questions are then used to examine how cinematic techniques, historical context, and thematic ideas work together to shape meaning.

How Evidence Becomes a Grade

In this course, grades are based on demonstrated learning over time, not the completion of individual tasks or the averaging of assignment scores. Learning is assessed through a process of collecting evidence, reflecting on growth, and professional judgment, in alignment with Manitoba's emphasis on fair, accurate, and meaningful assessment.

Where Evidence Comes From

Students demonstrate learning through a variety of learning experiences, including:
- Scene and film analysis
- Journals and written reflections
- Historical connections and contextual explanations
- Critical responses to unit questions
- Class discussions and conferences
- Self-assessments and portfolio reflections

No single assignment represents a student's grade. Instead, grades are determined by patterns of evidence collected across multiple units and learning opportunities.

Outcomes-Based Assessment

Assessment in this course focuses on five core learning outcomes that remain consistent throughout the semester. Each unit provides opportunities for students to demonstrate and strengthen their proficiency in these outcomes. Evidence is gathered repeatedly so growth and improvement are recognized.

Ongoing Progress and Visibility (formative assessment)

At the end of each unit, students complete a self-assessment and submit selected evidence from their learning. The teacher (Mr. Howie) reviews this evidence and records an **Outcome Progress (Ongoing)** indicator in PowerSchool.
- This indicator is used to track learning and growth over time.
- It provides visibility for students, parents, and student services.
- It does **not** represent a final or fixed grade.

Conferences and Grade Determination

Formal (**summative assessment**) grades are determined at key points in the course:

- Midterm Conference:
  A grade is determined based on all evidence collected up to that point, informed by student self-assessment and a teacher-student conference.

- Final Conference:
  A final grade is determined using evidence from the entire course, including the final assessment and demonstrated growth over time.

Grades reflect a student's current and most consistent level of proficiency, with emphasis placed on improvement and depth of understanding rather than early performance.

Course Outcomes Assessment …………………………. 75%

Final Outcomes Assessment .... …... 25%

Course Learning Outcomes

Throughout this course, students will demonstrate learning in the following five areas:

1. Understanding Cinematic Elements

- Students analyze how filmmakers use cinematic techniques (such as camera work, sound, editing, and design) to create meaning and emotional impact.

2. Film and Scene Analysis

- Students interpret films and selected scenes by explaining how cinematic choices shape narrative, themes, and audience experience.

3. Historical Connections and Ideas

- Students connect films to their historical contexts, identifying how movies reflect, interpret, or comment on real events, movements, and ideas.

4. Critical Thinking and Interpretation

- Students develop thoughtful, independent interpretations of films, considering multiple perspectives and responding to complex questions without relying on summary alone.

5. Use of Evidence

- Students support their ideas using specific, relevant evidence from films, scenes, and historical context, clearly explaining how the evidence supports their thinking.

Learning Behaviours

Assessment and reporting of learning behaviors will be according to the Brandon School Division Learning Behaviors Rubric.

Learning Behaviors	
Scale	**C**: Consistently – almost all or all the time **U**: Usually – more than half the time **S**: Sometimes – less than half the time **R**: Rarely – almost never or never
Personal Management Skills	Uses class time effectively; works independently; completes homework and assignments on time.
Active Participation in Learning	Participates in class activities; self-assesses; sets learning goals.
Social Responsibility	Works well with others; resolves conflicts appropriately; respects self, others and the environment; contributes in a positive way to communities.

Crocus Plains Expectations and Rules

Students need to be aware of the following expectations and rules:

- **Expectations for Behaviour**
    1) Respectful behaviour
    2) Appropriate language
    3) No physical or verbal altercations

    General classroom behavior that is considered unacceptable and disruptive to the learning environment will not be tolerated

- **Expectations for Appropriate Clothing**
  In establishing and providing for a respectful, safe, and secure school environment, the wearing of appropriate clothing by students is an important factor. Students are expected to wear appropriate clothing in the school at all times during the school day.

  Appropriate clothing is free from:
  - ✓ Inappropriate words, phrases, and images that can be offensive to others. Any words, phrases, and images that are offensive to another's ancestry, including colour and perceived race, nationality or national origin, ethnic background or origin, religion or creed, sexual orientation, and physical or mental disabilities will not be considered appropriate.
  - ✓ Promotion of narcotics and/or alcohol
  - ✓ Promotion of violent or illegal activities
  - ✓ Gang related clothing, colours, and symbols
  - ✓ Being sexually explicit

- **Rules around Cell Phones**
    - *On August 15, 2024, the Government of Manitoba has **banned** the use of cellular phones in the classroom for grades 9 -12, phones are permitted to be used on breaks and lunch. Phones may be used within a classroom with the permission of the classroom teacher for educational purposes, supporting students with medial or diverse learning needs.*
    - *Phones are **not permitted** for use in Mr. Howie's class as sufficient devices are available when necessary to support student learning.*

- **Rules around Smoking and Vaping**
  Smoking and/or vaping are not allowed on school property.
- **Rules around Drugs and Alcohol**
  Drugs and alcohol are not allowed on school property.
- **Rules around Weapons**
  No weapons allowed on school property including replicas (jack-knives, swiss army knives, cap guns, etc.)
- **Rules around Hats, Jackets, and Backpacks**

  Headgear
  No headgear such as hats, toques, bandanas, or hoods will be worn in the school building. Headgear is to be removed when entering the school.
  Headgear is to be placed in the student's locker and is to remain in the student's locker until the student leaves the school at lunchtime or at the end of his or her scheduled classes. No headgear will be allowed in the classrooms, library, lecture theatre, band room, canteen, and gymnasium.

Headgear, to comply with medical or program requirements, may be permitted in designated areas by permission of school administration. Headgear worn in recognized religious observations may be approved through consultation with parents and administration.

<u>Coats and Jackets</u>
All coats and jackets such as large, bulky jackets – winter parkas, winter team jackets, and trench coats will not be worn in the school building during the school day. These identified coats and jackets are to be left in student lockers.

<u>Containers and Bags</u>
Containers, such as backpacks, large bags, gym bags, not required immediately for physical education, must remain in the student lockers.

BSD Code of Conduct

The following situations will rely on the Brandon School Division code of conduct for disciplinary guidelines.

School Discipline Expectations Governed by Divisional Code of Conduct:
- Assaultive Behavior
- Drugs/Alcohol
- Harassment
- Non- Compliance/Disrespect
- Gang Related Behavior
- Dress Code---Hats, Backpacks
- Cell Phone Policy

Academic Dishonesty

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. Wherever in this Policy an offence is described as depending on "knowingly", the offence is deemed to have been committed if the person ought reasonably to have known.

Plagiarism

Representation of another person's thoughts, writing/creative work, etc. as one's own. In the School community, plagiarism includes, but is not limited to the following:

• Work which is submitted or presented in partial fulfilment of course requirements as one's own work that was completed, in whole or in part, by another individual

• Portions of the work extracted from another source without proper and full credit to the original author (e.g. concepts, sentences, graphics, data, ideas presented through paraphrase)

• The entirety of a work copied from another source

Plagiarism can also include re-using one's own work without permission, such as submitting work in one course that has been or is simultaneously being submitted for credit in another course without the expressed written permission of all teachers involved. In such cases, the entirety of the work may originate with the student; nevertheless, plagiarism has occurred.

Any unauthorized use of ChatGPT (or other AI tools) on assessments is a breach of academic honesty.

Here are some guiding principles for maintaining academic honesty in relation to artificial intelligence...

AI does not replace your own thinking, analysis, or judgment. Using AI inappropriately doesn't demonstrate your understanding of a topic and it doesn't help you learn the skills that are expected of you both within the classroom and in the workplace.

Whether or not AI use is appropriate depends on your teacher. Unless you are asked to use AI on a course assignment, assume you are not allowed to use it.

AI can be detected. There are tools that can detect AI produced content. Your teachers will assess you work based on their expertise, the learning objectives of the course and comparisons to your previous work.

If you have used AI without your instructor's permission, you are at risk of facing an allegation of academic dishonesty. A finding of academic dishonesty has academic and personal consequences, including lowering your grades, delaying your graduation and possibly failing the course. If in doubt whether AI is permitted – remember IF YOU NEED TO KNOW, ASK.

AI-generated content can be redundant, inaccurate and repetitive at best, and offensive or biased at worst. Remember that whatever you submit for a course assignment is your full and ultimate responsibility.

If you are permitted to use AI, you must cite it.

AI can not be used in place of student thinking, learning and assessment. If students use AI as evidence of their learning a mark of zero will be entered until assignment is repeated. A message will be entered into the mark book and sent home to parents/guardians to inform of the breach of academic honesty.

Breaches of Academic Honesty

- Breaches of the academic honesty policy will result in work being taken as incomplete. Assignments/Assessments that are found to breach the academic honesty policy will be returned to the student to be revised/repeated to meet the standards of academic honesty. A mark of INC0 (Incomplete Zero) will be entered into PowerSchool until the assignment has been completed to standard.
- Repeated breaches of the academic honesty policy will result in a referral to administration for further review. The consequences of such may be decided in collaboration between parent/guardian, administration and the classroom teacher.

Land Acknowledgement

Crocus Plains Regional Secondary School is in Treaty 2 territory on land that is the traditional territory of the Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene Peoples and the homeland of the Métis Nation. As a teacher in Manitoba, I recognize the past and present injustices that exist for the Indigenous Peoples of this land. Let this land acknowledgement be a call on all of us to learn more about the land we live on and envision a way to challenge racism, inequality and colonialism. Working together with all nations, Indigenous and non, to remove barriers in our society and raising up our communities together.