

RIVER DELL REGIONAL SCHOOL DISTRICT



Content: American History
Course: History Through Film Analysis
Alignment: 2020 NJSLS
BOE Born On: August 21, 2023

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Introduction

In taking History Through Film Analysis, students will learn to incorporate historical research, the influence of outside factors (budget, agenda, political climate, box-office grosses, etc.), and the portrayal of historical events and take that information to create their own evaluations of film as a source of history and as an art form. Film analysis covers, but is not limited to, major motion pictures, documentaries, television series, etc. Students will develop critical thinking techniques for viewing media with a critical eye and understand the process of evaluating movies as primary and secondary source materials. Topics that will be covered include, but are not limited to, American culture and identity, societal change, race, and gender.

Mission

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

Vision

Studying history allows for students to develop critical thinking skills that they can use to help them evaluate the human experience from past to present. As an integral component of 21st century learning skills, studying history helps students to develop their own sense of inquiry. Using films and other aspects of popular culture, students will learn to understand how they document history and express the values and mores of the time periods in which they were released. Since movies have developed into the most accessible presentation for much of what we think we know about history, it is important for students to be able to understand the limits to how much films can be relied upon as vehicles for historical truth and accuracy. Many major motion pictures are dramatic presentations of actual events, people, and places. However, are they complete in terms of how they present historical fact and understanding?

Scope and Sequence

This course is organized around 4 units designed to establish the critical importance of American history, culture, and identity as presented through film. The sequence of units highlights the importance of critically analyzing film and popular culture, making cultural evaluations and connections.

- Unit 1: American Identity and Culture (7-9 weeks)
 - American values/cultural identity
 - Political Culture
 - Economics
 - War
- Unit 2: Society and Societal Change (7-9 weeks)
 - Class structure
 - Morality (Violence, sex)
 - Urban/Suburban development
 - Youth Culture

- Unit 3: Race (7-9 weeks)
 - Ethnicity
 - Diversity
 - Immigration
 - Minority Representation
- Unit 4: Gender (7-9 weeks)
 - Female perspectives/representation
 - Male perspectives/representation
 - LGBTQ perspective/representation

Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled ‘Computational Thinking: Programming’ in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statues:

The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first Century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisection, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS):

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change *(This will be modified based off of content)*

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

Unit I: American Identity and Culture (7-9 Weeks)			
Core Ideas	<p>The American national identity has been evolving as the country has expanded territorially, integrating new people, ideas and values into its own cultural fabric.</p> <p>American film, though young compared to other forms of media, has had a significant impact on the development of American culture.</p> <p>Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems</p> <p>Chronological sequencing serves as a tool for analyzing past and present events</p> <p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p>		
Essential Questions	<p>How do American films personify its values?</p> <p>What are the stories/elements of stories that define who we are as Americans?</p>		
Enduring Understanding	<p>America's role in armed conflicts has dramatically shaped who we are as people</p> <p>America's political and economic culture has changed over time</p> <p>American identity has been reflected in and influenced by film</p>		
Practice	<ul style="list-style-type: none"> Consider the environmental, social, and economic impacts of decisions 		
Performance Expectations	<ul style="list-style-type: none"> Identify the types of characteristics of predatory lending practices and the importance of collateral Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures Research companies with corporate governance policies supporting the common good and human rights 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.1.12.B.2.a 6.1.12.B.2.b 6.1.12.A.3.e 6.1.12.A.3.i 6.1.12.B.3.a 6.1.12.D.3.e 6.1.12.A.4.a 6.1.12.A.4.b 6.1.12.A.5.b 6.1.12.D.5.c 6.1.12.D.9.b 6.1.12.A.12.a 6.1.12.C.12.a 6.1.12.C.12.c 6.1.12.D.12.b 6.1.12.D.12.c 6.1.12.D.12.d 6.1.12.D.12.e 6.1.12.D.14.c	<ul style="list-style-type: none"> Analyze how the United States has attempted to account for regional differences while also striving to create an American identity. Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery. Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. Determine the impact of religious and social movements on the development of American culture, literature, and art. 	<p>American Expansion and Colonialism Activity</p> <p>American Exceptionalism Debate</p> <p>Bury My Heart at Wounded Knee: Bury My Heart at Wounded Knee Film Guide Bury My Heart at Wounded Knee Pre Viewing Guide</p> <p>Apollo 13: Apollo 13 Film Guide Apollo 13 Pre Viewing Guide</p> <p>All the Presidents Men: All the Presidents Men Film Guide All The Presidents Men Pre Viewing Guide</p> <p>Captain America: Captain America Film Guide Captain American Pre Viewing Guide</p>	<p>Space Race: Sputnik Beginnings of the space race Sputnik's impact on education</p> <p>Bury My Heart at Wounded Knee: IMDB Rotten Tomatoes Good Reads</p> <p>Apollo 13: IMDB NASA ARS Technica</p> <p>All the Presidents Men: IMDB Rotten Tomatoes</p>

<p>6.1.12.D.14.d 6.1.12.D.14.e 6.1.12.D.14.f 6.1.12.B.15.a 6.1.12.D.15.c 6.1.12.D.15.d 6.2.12.D.1.b 6.2.12.D.1.c 6.2.12.D.1.d 6.1.12.A.16.a 6.1.12.A.16.b 6.1.12.C.16.a 6.1.12.D.16.a 6.1.12.D.16.b 6.2.12.D.6.a</p>	<ul style="list-style-type: none"> Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War. Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all. Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations. Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities. Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War. Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people. Analyze how scientific advancements impacted the national and global economies and daily life. Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties. Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations. Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts. 		<p>Captain America Marvel Patriotism to Skepticism: Captain America and the Changing Cultural Landscape Captain America Reminds Nation of Shared Values</p>
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	<ul style="list-style-type: none"> • Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War. • Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships. • Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society • Evaluate the role of religion on cultural and social mores, public opinion, and political decisions • Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture • Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises • Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region • Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism • Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas • Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans • Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict • Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution 		
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	<ul style="list-style-type: none">Examine the impact of media and technology on political and social issues in a global societyAnalyze 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 technologiesEvaluate the economic, political, and social impact of new and emerging technologies on individuals and nationsAnalyze the impact of American culture on other world cultures from multiple perspectivesAssess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values			
Key Vocabulary	American exceptionalism, culture, identity, watchdog, colonialism, expansion			
Evidence of Learning	Assessments-graded debates, essays Graded class discussions Public Speaking assignments			
Interdisciplinary Connections	ELA (document analysis), Science (space race), Economics RH.11-12.1, RST.11-12.1, WHST.11-12.5, WHST.11-12.8			
Diversity, Equity, & Inclusion	Students will be encouraged to develop an understanding of culturally diverse perspectives on American history, while engaging with diverse intellectual perspectives in the field. Native American removal and reservation development.			
Computer Science and Design Thinking	8.1.12.NI.4: Explain how decisions on methods to protect data are influenced by whether the data is at rest, in transit, or in use.			
Career Readiness, Life Literacies, and Key Skills	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem			
Social Emotional Learning	Social Awareness: taking others’ perspectives			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">Provide translated notes and key vocabulary termsProvide images of key vocabulary terms and conceptsWord banksBilingual dictionaries	<ul style="list-style-type: none">Display remindersChecklist of materials and tasks (printed out or digitally accessible)Timelines and Calendar for benchmark goals for	<ul style="list-style-type: none">Students are asked to come for extra help to review/retake assessment and homework assignments	<ul style="list-style-type: none">Provide students with extra problem sets that challenge and involve higher level thinkingInquiry lead discussions and activities

	<ul style="list-style-type: none"> Assistive translator technology Sentence frames Simplified notes Reduced homework Simplified word problems Graphic organizers Matched sentences or procedures with pictures Alternative presentation options 1-2 sentence short responses Shortened written assignments Modified tests Provide notes when student request Reduce project workload Short summaries 	<p>assignments/assessments/short-term goals (Planner Microsoft)</p> <ul style="list-style-type: none"> Assistive technology (dictation, immersive reader, etc...) Flash cards Teacher notes Graphic organizer Clear parameters and student workspace Timer to monitor task and duration Study guides Guided notes Choices for alternative assignments Students are asked to come for extra help to review/retake assessment and homework assignments Students are allowed time and a half on assessments Provide the student with frequent check-ins during class-time work Visual cue or signs Rephrase of questions and directions Partner or group work on skill development Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> Students are allowed time and a half on assessments Provide the student with frequent check-ins during class-time work Scaffolding assignments Chunking of materials Allow for errors Pre-teach materials Supply teacher demo Rephrase of questions and directions Visual cue or signs Small group assistance or collaboration Partner or group work on skill development Assistance by instructional videos or curated videos online Guide with options for student goal setting Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> More complex tasks and projects Higher level questioning and techniques Student demoing and explanation Provide opportunities for students to set personal goals, keep records and monitor their own learning progress Multiple assessments given in different domains, that showcase student interests, strengths, and needs Use multiple approaches to accelerate learning within and outside of the school setting Use enrichment options to extend and deepen learning opportunities within and outside of the school setting Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit 2: Society and Societal Change (9 Weeks)	
Core Ideas	Films reflect the values and beliefs of the period in which they are produced, but just as society changes over time, so do the central themes of films. As social values change, the perspective of particular issues may also shift in the film medium
Essential Questions	How do films and popular culture represent social change? To what extent has tolerance of sex and violence evolved over time? What does it mean to be a hero? What does it mean to be an anti-hero? How does a film reflect the culture of its time?
Enduring Understanding	Filmmakers use their perspective to shape how an event or person is portrayed The time period when a film is made impacts the representation of the time period of the historical event or person Film is an influential part of American society and societal change Perceptions of what is and isn't acceptable in film has changed over time
Practice	Model integrity, ethical leadership, and effective management

Performance Expectations	<ul style="list-style-type: none"> Examine the impact of media and technology on political and social issues in a global society. Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.1.12.D.5.b 6.1.12.A.6.a 6.1.12.D.11.c 6.1.12.A.13.b 6.1.12.B.13.a 6.1.12.D.13.d 6.1.12.D.14.b 6.1.12.D.16.c 6.1.12.A.16.a 6.1.12.A.16.b 6.1.12.C.16.a 6.1.12.D.16.a 6.1.12.D.16.b 6.1.12.D.16.c 6.2.12.D.6.a 6.3.12.D.2 6.3.12.D.1	<ul style="list-style-type: none"> Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers. Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice. Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities. Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities. Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence. 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. 	<p> Film Critique Youth Culture Questionnaire </p> <p> Bonnie & Clyde: Bonnie and Clyde Film Review Bonnie and Clyde Pre Viewing Guide Bonnie and Clyde Viewing Guide </p> <p> Catch Me If You Can: Catch Me if You Can Pre Viewing Guide Catch Me If You Can Viewing Guide </p> <p> Mr. Smith Goes to Washington: Mr Smith Goes to Washington Pre Viewing Guide Mr Smith Goes to Washington Viewing Guide </p> <p> Sixteen Candles: Sixteen Candles Pre Viewing Guide Sixteen Candles Viewing Guide </p> <p> Stand by Me: Stand by Me 30 Years Later Stand by Me Essay Stand by Me Film Viewing Guide Stand by Me Pre Viewing Guide </p>	<p> Change over time: Innovations Since 1998 Change since 1900 Change Since 1999 Change in the US in 21 Charts </p> <p> Film Critique: Duke University Film Review </p> <p> Teen Movies and Teen Culture </p> <p> Molly Ringwald Talks Sixteen Candles and #MeToo </p> <p> The Guardian: 80's Movies and #MeToo </p> <p> Sixteen Candles and Rape Culture </p> <p> YouTube: Disturbing Things in Sixteen Candles </p>

	<ul style="list-style-type: none"> Examine the impact of media and technology on political and social issues in a global society. 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. Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations. Analyze the impact of American culture on other world cultures from multiple perspectives. Explain how and why technology is transforming access to education and educational practices worldwide. 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. Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values. Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy. 		
Key Vocabulary	Culture, innocence, youth, nostalgia, coming-of-age, hero, anti-hero, protagonist, antagonist		
Evidence of Learning	Assessments-graded debates, essays Graded class discussions Public Speaking assignments		
Interdisciplinary Connections	Sociology (youth culture), ELA (film critique), Psychology (hero v. anti hero)		
Diversity, Equity, & Inclusion	Students will be encouraged to develop an understanding of culturally diverse perspectives on American history, while engaging with diverse intellectual perspectives in the field. Native American removal and reservation development.		

Computer Science and Design Thinking	8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources			
Career Readiness, Life Literacies, and Key Skills	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (eg political, economic, cultural) may work better than others			
Social Emotional Learning	Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">• Provide translated notes and key vocabulary terms• Provide images of key vocabulary terms and concepts• Word banks• Bilingual dictionaries• Assistive translator technology• Sentence frames• Simplified notes• Reduced homework• Simplified word problems• Graphic organizers• Matched sentences or procedures with pictures• Alternative presentation options• 1-2 sentence short responses• Shortened written assignments• Modified tests• Provide notes when student request• Reduce project workload• Short summaries	<ul style="list-style-type: none">• Display reminders• Checklist of materials and tasks (printed out or digitally accessible)• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)• Assistive technology (dictation, immersive reader, etc...)• Flash cards• Teacher notes• Graphic organizer• Clear parameters and student workspace• Timer to monitor task and duration• Study guides• Guided notes• Choices for alternative assignments• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Visual cue or signs• Rephrase of questions and directions• Partner or group work on skill development• Assistance by instructional videos or curated videos online	<ul style="list-style-type: none">• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Scaffolding assignments• Chunking of materials• Allow for errors• Pre-teach materials• Supply teacher demo• Rephrase of questions and directions• Visual cue or signs• Small group assistance or collaboration• Partner or group work on skill development• Assistance by instructional videos or curated videos online• Guide with options for student goal setting• Use of timer or a clock to monitor time of student activity	<ul style="list-style-type: none">• Provide students with extra problem sets that challenge and involve higher level thinking• Inquiry lead discussions and activities• More complex tasks and projects• Higher level questioning and techniques• Student demoing and explanation• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress• Multiple assessments given in different domains, that showcase student interests, strengths, and needs• Use multiple approaches to accelerate learning within and outside of the school setting• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting• Use individualized learning options such as mentorships, internships, online courses, and independent study

Unit 3: Race (9 Weeks)

Core Ideas	As in American history, minorities have long been sidelined from mainstream opportunities by racism, both overt and subtle, in the film industry. Whether type-cast based on stereotype or denied entry to the creative process, minorities have been invisible throughout much of film history. Their portrayal in American films has routinely reflected this bias in the telling of America's stories, making film a significant player as both a cause and a reflection of these values.		
Essential Questions	<p>How have social movements impacted the film industry?</p> <p>How have portrayals of various races and ethnicities evolved over time?</p> <p>How do social trends correspond with trends in film?</p> <p>How have the themes in films reflected the change in American values?</p> <p>How do the plot and characterizations reflect the culture of a time period?</p> <p>How are minorities represented in film?</p> <p>What is type-casting?</p> <p>To what extent do American films personify its values regarding Race?</p> <p>How does a film reflect the culture, beliefs, and values of its time?</p> <p>Should filmmakers create socially responsible films? Why or why not?</p> <p>To what extent do movies reflect social change or cause it?</p>		
Enduring Understanding	<p>Minorities have long been on the sidelines in American film and in American history</p> <p>Film is both a cause of and a reflection of change over time</p> <p>The role of African Americans, Latinx Americans, AAPI, and Arab/Middle Eastern Americans in film has evolved in recent decades</p> <p>The role of minority communities in film has evolved in recent decades</p> <p>The images of African Americans, Latinx Americans, AAPI, and Arab/Middle Eastern Americans has changed significantly in recent decades</p>		
Practice	<ul style="list-style-type: none"> Gathering and evaluating sources Seeking diverse perspectives 		
Performance Expectations	<ul style="list-style-type: none"> Examine the impact of media and technology on political and social issues in a global society Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values Determine the impetus for the Civil Rights Movement and explain why national governmental actions were needed to ensure civil rights for African Americans 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.1.12.A.16.a 6.1.12.A.16.b 6.1.12.C.16.a 6.1.12.D.16.a 6.1.12.D.16.b 6.2.12.D.6.a 6.3.12.D.2 6.3.12.D.1 6.1.12.D.2.a 6.1.12.A.3.h 6.1.12.D.2.e 6.1.12.A.6.c 6.1.12.D.8.a 6.1.12.D.8.b 6.1.12.C.13.a 6.1.12.D.13.a 6.1.12.D.13.b 6.2.12.D.5.b	<ul style="list-style-type: none"> Examine the impact of media and technology on political and social issues in a global society 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. Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations Analyze the impact of American culture on other world cultures from multiple perspectives. 	<p>Argo: Argo Reflection</p> <p>Coco: Coco Essay Coco Film Guide</p> <p>"The Riz Test" Argo/The Big Sick The Riz Test</p> <p>Crazy Rich Asians: Crazy Rich Asians Film Guide</p> <p>Letters from Iwo Jima: Letters from Iwo Jima Viewing Guide Letters from Iwo Jima Pre Viewing Guide</p>	<p>Racial Controversy in Film:</p> <ul style="list-style-type: none"> Three Billboards Ghost in the Shell Dr. Strange Whitewashing: Last Week Tonight with John Oliver (HBO) Al Jolson Gone with the Wind Bright The Lone Ranger 10 Most Offensive Movie Characters Ever Minstrel Show History 1964 World's Fair Judy Garland in blackface Childish Gambino "This is America" explained (The Insider) <p>2018 Hollywood Diversity Report</p>

	<ul style="list-style-type: none"> • Explain how and why technology is transforming access to education and educational practices worldwide. • Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values • Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. • Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy. • Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution. • Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments. • Determine the impact of African American leaders and institutions in shaping free Black communities in the North. • Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies. • Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence. • Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values. • Determine the impetus for the Civil Rights Movement and explain why national governmental actions were needed to ensure civil rights for African Americans 	<p>Should Latinos Boycott Hollywood?</p> <p>Hollywood Still Has a Long Way to go with Casting Latinos: Chicago Tribune</p> <p>People Magazine: New Bechdel Test for Latinos</p> <p>Editorial: Why do Latinos Spend So Much at the Movies?</p> <p>Racial Slurs Against 'Roma' Star Steven Spielberg v. Netflix</p> <p>What to Watch on Netflix if you want to see diversity</p> <p>Are streaming services doing a better job at diversity than the rest of TV?</p> <p>Common Arab Stereotypes in Film The Riz Test Test 2</p> <p>The Challenge of representing Muslims in American film</p> <p>Muslims are having a Hollywood moment</p> <p>Rise in crime against Arabs around the world: BBC BBC The Washington Post PBS</p> <p>Argo: NPR: What Really Happened with Argo NY Times: Tony Mendez Obituary The Daily Beast: The True Story Behind "Argo" to Rescue Americans from Iran</p> <p>The Big Sick: CBS: The Real Life Love Story Behind "The Big Sick" Kumail Nanjiani's Little America Time Magazine: Kumail Nanjiani by Judd Apatow</p> <p>Kumail Nanjiani: SNL Opening Monologue</p>
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	<ul style="list-style-type: none">Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.			
Key Vocabulary	Race, Riz Test, representation, minstrel show, blackface			
Evidence of Learning	Class discussions, Debates, Film Critiques			
Interdisciplinary Connections	Foreign Language (Letters from Iwo Jima/Roma filmed in different languages) Political Science (international relations)			
Diversity, Equity, & Inclusion	Students will be encouraged to develop an understanding of culturally diverse perspectives on American history, while engaging with diverse intellectual perspectives in the field. Native American removal and reservation development.			
Computer Science and Design Thinking	8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources			
Career Readiness, Life Literacies, and Key Skills	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (eg political, economic, cultural) may work better than others			
Social Emotional Learning	Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ehtical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">Provide translated notes and key vocabulary termsProvide images of key vocabulary terms and conceptsWord banksBilingual dictionariesAssistive translator technologySentence framesSimplified notesReduced homeworkSimplified word problems	<ul style="list-style-type: none">Display remindersChecklist of materials and tasks (printed out or digitally accessible)Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)Assistive technology (dictation, immersive reader, etc...)Flash cardsTeacher notesGraphic organizer	<ul style="list-style-type: none">Students are asked to come for extra help to review/retake assessment and homework assignmentsStudents are allowed time and a half on assessmentsProvide the student with frequent check-	<ul style="list-style-type: none">Provide students with extra problem sets that challenge and involve higher level thinkingInquiry lead discussions and activitiesMore complex tasks and projectsHigher level questioning and techniques

	<ul style="list-style-type: none"> • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit 4: Gender (9 Weeks)	
Core Ideas	<p>Women and the LGBTQIA+ community have long been on the sidelines in American film and in American history. Film is used as both a cause of and a reflection of change in American values and culture over time</p>
Essential Questions	<p>How have the women's and LGBT+ movements impacted the film industry?</p> <p>How have portrayals of women and the LGBT+ community evolved over time?</p> <p>How do social trends correspond with trends in film?</p> <p>To what extent is accuracy important when a film portrays real life events?</p> <p>How do American films personify its values regarding and sexuality?</p> <p>How does a film reflect the culture, beliefs, and values of its time regarding women and sexuality?</p> <p>Who is responsible for creating meaning in films? Should filmmakers create socially responsible films where gender and sexuality are concerned? Why or why not?</p> <p>To what extent do movies reflect social change or cause it?</p>
Enduring Understanding	<p>Women and the LGBTQIA+ community have long been on the sidelines in American film and in American history. Film is used as both a cause of and a reflection of change in American values and culture over time.</p> <p>The role of women in film has evolved in recent decades.</p> <p>The role of the LGBTQIA+ community in film has evolved in recent decades.</p>

	Representation of women and the LGBTQ community has increased significantly in recent decades but has yet to reach the level of representation of other majority and minority groups in American film.		
Practice	<ul style="list-style-type: none"> Seeking diverse perspectives Human rights serve as a foundation for democratic beliefs and practices 		
Performance Expectations	<ul style="list-style-type: none"> Examine the impact of media and technology on political and social issues in a global society Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations. Relate varying immigrants' experiences to gender, race, ethnicity, or occupation. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.1.12.A.16.a 6.1.12.A.16.b 6.1.12.C.16.a 6.1.12.D.16.a 6.1.12.D.16.b 6.2.12.D.6.a 6.3.12.D.2 6.3.12.D.1 6.1.12.D.2.d 6.1.12.D.5.d 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.D.6.c 6.1.12.C.8.b 6.1.12.C.8.b 6.2.12.D.4.j 6.2.12.D.5.d	<ul style="list-style-type: none"> Examine the impact of media and technology on political and social issues in a global society 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. Analyze the impact of American culture on other world cultures from multiple perspectives. Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations Explain how and why technology is transforming access to education and educational practices worldwide. Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values. Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy. Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations. Relate varying immigrants' experiences to gender, race, ethnicity, or occupation. Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice. Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address 	Women's History Month Female Impersonators in WWI When Did It Happen? LGBTQ History Art as Activism Why Have Americans Disagreed About Granting Women Equal Rights? The Stonewall Uprising	Sexism, Strength, and Dominance: Masculinity in Disney Films Here's How Stereotypes are Plaguing Hollywood Despite Progress Gender Inequality in Film Using Data Science to Identify the Gender Gap Sixteen Films to Inspire Discussions About Gender Equality Useful Notes: The Bechdel Test The Daily News La Cage aux Folles Roger Ebert The Birdcage Roger Ebert Academy Awards: Best Director The Advocate: Queen Cinema's Golden Age The Harlem Renaissance was as Queer as it was Black Culture Report: The Legacy of Drag Shows OneArchive: LGBTQ Lesson Plans

	<p>injustice, inequality, workplace safety, and immorality.</p> <ul style="list-style-type: none">Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.Analyze how the social, economic, and political roles of women were transformed during this time period.Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries			
Key Vocabulary	Gender, sexuality, LGBTQ+, Bechdel Test, Gender Gap, uprising vs. riot			
Evidence of Learning	Film critique, personal reflection logs, film guides, assessments.			
Interdisciplinary Connections	Political Science (Stonewall), Military History (femal impersonators in WWI), Math (statistics)			
Diversity, Equity, & Inclusion	Students will be encouraged to develop an understanding of culturally diverse perspectives on American history, while engaging with diverse intellectual perspectives in the field. Native American removal and reservation development.			
Computer Science and Design Thinking	8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources			
Career Readiness, Life Literacies, and Key Skills	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (eg political, economic, cultural) may work better than others			
Social Emotional Learning	Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ehtical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment

	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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