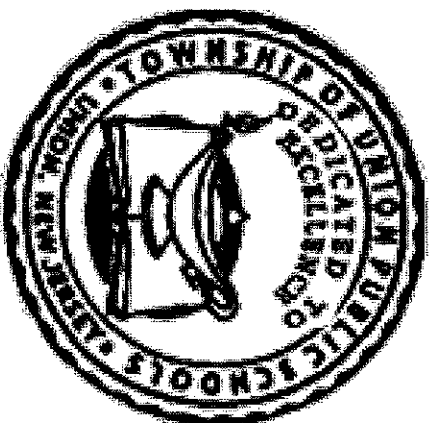


**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**History Through Media, Film and Pop  
Culture**

**July 21, 2020**

### **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

### **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

### **Course Description**

Throughout History, media, film and pop culture have shaped our views and opinions on historical events, figures, public opinion, politics and even legacies. To fully understand our past and present, we must understand how our media and pop culture have created the truth that we believe and learn. This course will analyze and examine everything from how political cartoons have altered opinions, to how songs, film, TV and media have created opinions on groups, politics and perception.

### Curriculum Units/Pacing Guide

<b>Unit # / Title</b>	<b>Number of Days</b>
Unit 1: Intro into Media Literacy, Various Forms of Social Media and Popular Culture Throughout History	<b>22</b>
Unit 2: How Social Media and Popular Culture Shaped Our Opinions of American Colonization Through the Early Republic and the American Identity	<b>23</b>
Unit 3: How Social Media and Popular Culture Shaped America's Views on Manifest Destiny, Slavery, Reconstruction and Immigration	<b>22</b>
Unit 4: How Social Media and Popular Culture Shaped America's Perception of Minority Groups, Workers, Feminists and Immigrants	<b>23</b>

## Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<p><b>Unit 1: Intro into Media Literacy, Various Forms of Social Media and Social Media Throughout History</b></p>	<ul style="list-style-type: none"> <li>• ELA.3.5.12.A.1 Understand that messages are representations of social reality and vary by historic time periods and parts of the world.</li> <li>• ELA.3.5.12.A.2 Identify and evaluate how a media product expresses the values of the culture that produced it.</li> <li>• ELA.3.5.12.A.3 Identify and select media forms appropriate for the viewer's purpose.</li> </ul>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Make informed decisions about local, state, national, and global events based on inquiry and analysis.</li> <li>• Consider multiple perspectives, values diversity, and promotes cultural understanding.</li> <li>• Recognize and understand the various forms of social media as well as their impact and influence on society.</li> <li>• Appreciate the global dynamics between people, places, and resources.</li> <li>• Utilize emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.</li> </ul>	<ul style="list-style-type: none"> <li>• Define Key Terms</li> <li>• Analyze Primary Resources</li> <li>• Discuss Differing Perspectives</li> <li>• Answer DBQs</li> <li>• Create Presentations and Powerpoints</li> <li>• Class Debates</li> </ul>
<p><b>Suggested Resources</b></p>	<p><i>Movies, cartoons, news outlets, shows, commercials and posters.</i></p> <p><b>MEDIA LITERACY:</b>  <a href="https://www.commonensemedia.org/news-and-media-literacy/what-is-media-literacy-and-why-is-it-important">https://www.commonensemedia.org/news-and-media-literacy/what-is-media-literacy-and-why-is-it-important</a>  <a href="https://medialiteracynow.org/what-is-media-literacy/">https://medialiteracynow.org/what-is-media-literacy/</a>  <a href="https://www.youtube.com/watch?v=GlaRw5R6Dd4">https://www.youtube.com/watch?v=GlaRw5R6Dd4</a></p>	<p><b>SOCIAL MEDIA:</b>  <a href="https://www.lifewire.com/what-is-social-media-explaining-the-big-trend-3486616">https://www.lifewire.com/what-is-social-media-explaining-the-big-trend-3486616</a>  <a href="https://communications.tufts.edu/marketing-and-branding/social-media-overview/">https://communications.tufts.edu/marketing-and-branding/social-media-overview/</a></p>	

	<p><b>HISTORY OF SOCIAL MEDIA:</b>  <a href="https://www.socialmediatoday.com/news/the-history-of-social-media-infographic-1522285/">https://www.socialmediatoday.com/news/the-history-of-social-media-infographic-1522285/</a>  <a href="https://interestingengineering.com/a-chronological-history-of-social-media">https://interestingengineering.com/a-chronological-history-of-social-media</a></p> <p><b>DIGITAL FOOTPRINT:</b>  <a href="https://www.smcore.com/6abw-what-s-your-digital-footprint">https://www.smcore.com/6abw-what-s-your-digital-footprint</a></p> <p><b>POPULAR CULTURE:</b>  <a href="https://philosophynow.org/issues/64/Pop_Culture_An_Overview">https://philosophynow.org/issues/64/Pop_Culture_An_Overview</a>  <a href="https://www.historynet.com/pop-culture-history-from-ancient-times-to-today.htm">https://www.historynet.com/pop-culture-history-from-ancient-times-to-today.htm</a>  <a href="https://www.youtube.com/watch?v=9YBq71Aixwc">https://www.youtube.com/watch?v=9YBq71Aixwc</a>  <a href="https://www.youtube.com/watch?v=LVT-0CZLZK">https://www.youtube.com/watch?v=LVT-0CZLZK</a></p>	
<p><b>Unit 2: American Colonization Through the Early Republic and the American Identity</b></p>	<ul style="list-style-type: none"> <li>• SOC 6.1.12.1: Colonization and Settlement (1585-1763)</li> <li>• SOC 6.1.12.2: Revolution and the New Nation (1754-1820s)</li> </ul>	<p><b>SWBAT:</b></p> <p>Analyze early Colonial imagery that was intended to shape public opinion.</p> <p>Summarize the propaganda used by groups of Colonists to help create animosity towards King George.</p> <p>Identify the various forms of popular literature and philosophy that helped shaped American ideologies.</p> <p>Why is "Yankee Doodle" considered one of the first protest songs? Summarize why based on standard of living. Americans were fairing much better than English citizens. Explain how a pamphlet resonated with Americans and was significant in swaying public opinion in favor of independence.</p> <p>Identify why specific writings and imagery played a powerful role in the view of an independent America.</p>

		<p>Summarize how America is led to believe that George Washington is our first President, when in fact that is not entirely true.</p> <p>Summarize the purpose of the Federalist Papers and why its authors felt compelled to write them.</p> <p>Explain why Founding Fathers were divided on the Constitution, and how media was used to garner support.</p> <p>Describe how early political smear campaigns and misinformation was used to attack political opponents, especially during elections.</p> <p>Identify how our Founding Fathers misled many of the colonists who served and sacrificed during the American Revolution, with a focus on farmers and Daniel Shay.</p>	
<p><b>Suggested Resources</b></p>	<p><i>Movies, cartoons, news outlets, shows, commercials and posters.</i></p> <p><a href="http://www.pbs.org/ktca/liberty/">http://www.pbs.org/ktca/liberty/</a></p> <p><a href="https://www.nationalgeographic.org/topics/resource-library-american-revolution/?q=&amp;page=1&amp;per_page=25">https://www.nationalgeographic.org/topics/resource-library-american-revolution/?q=&amp;page=1&amp;per_page=25</a></p> <p><a href="https://www.history.com/topics/american-revolution/american-revolution-history">https://www.history.com/topics/american-revolution/american-revolution-history</a></p>	<p><b>SWBAT:</b></p> <p>Identify how cultural differences led Americans and Immigrants to disregard Native Americans rights and governmental treaties.</p> <p>Examine the differing views and how religion was used to help dictate policies towards the Native</p>	
<p><b>Unit 3: America's Views on Manifest Destiny, Slavery, Reconstruction and Immigration</b></p>	<ul style="list-style-type: none"> <li>• SOC.6.1.12.3: Expansion and Reform (1801-1861)</li> <li>• SOC.6.1.12.4: Civil War and Reconstruction (1850-1877)</li> </ul>	<p><b>SWBAT:</b></p> <p>Identify how cultural differences led Americans and Immigrants to disregard Native Americans rights and governmental treaties.</p> <p>Examine the differing views and how religion was used to help dictate policies towards the Native</p>	

		<p>Americans.</p> <p>Explain why Americans felt the need for a Reform Movement and summarize why most Americans resisted the need for change and progress.</p> <p>Analyze how the early Reform Movement is very similar to the present-day progressive movement.</p> <p>Explain why the majority of Americans supported African American slavery during the early 19th century.</p> <p>Identify how abolitionists used various forms of media to help sway Americans in favor of emancipation.</p> <p>Summarize the various factors and ideologies that will lead America into a Civil War.</p> <p>Analyze the anti-slavery and pro-slavery movements, and why the majority of southerners were willing to fight to prolong the institution of slavery.</p> <p>Analyze the various attempts from the former Confederacy to create a false narrative and racist view of the newly freed African Americans.</p> <p>Examine the emergence of various groups that were created solely based on racial issues.</p> <p>Identify the rise of Nativism in America and how it played a role in shaping policy.</p> <p>Examine America's history dealing with immigrants, as well as summarize various policies.</p>	
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	<p>Analyze why some immigrants were embraced, while others were persecuted and even criminalized.</p> <p><b>Movies, cartoons, news outlets, shows, commercials and posters.</b></p> <p><a href="http://www.ushistory.org/US/29.asp">http://www.ushistory.org/US/29.asp</a></p> <p><a href="https://www.fearis.edu/HTML_S/news/jimcrow/timeline/slavery.htm">https://www.fearis.edu/HTML_S/news/jimcrow/timeline/slavery.htm</a></p> <p><a href="https://www.pbs.org/metal/reconstruction/">https://www.pbs.org/metal/reconstruction/</a></p> <p><a href="https://www.pbs.org/destinationamerica/usim.html">https://www.pbs.org/destinationamerica/usim.html</a></p>		
<p><b>Suggested Resources</b></p>		<p>Analyze the rise of Jim Crow South and the various ways that local and state governments attempted to disenfranchise the newly empowered African Americans.</p> <p><b>SWBAT:</b></p> <p>Identify the rise of Jim Crow South and the various ways that local and state governments attempted to disenfranchise the newly empowered African Americans.</p> <p>Examine how various forms of entertainment were used to create false representations of various groups, especially African Americans.</p> <p>Summarize how white Americans used Black culture to create profitable brands, as well as further racist stereotypes.</p> <p>Summarize the various groups that focused on fighting for women's suffrage.</p> <p>Examine the various groups and organizations that opposed suffrage and female equality, especially in the political arena.</p> <p>Analyze drug policies and identify how they specifically targeted</p>	
<p><b>Unit 4: America's Perception of Minority Groups, Workers, Feminists and Immigrants</b></p>	<ul style="list-style-type: none"> <li>• SOC.6.1.12.6: The Emergence of Modern America (1890-1930)</li> <li>• SOC.6.1.12.7: The Great Depression and World War II (1929-1945)</li> <li>• SOC.6.1.12.8: Postwar United States (1945 to early 1970s)</li> <li>• SOC.6.1.12.9: Contemporary United States (1970-Today)</li> </ul>		



		<p>certain immigrant and marginalized groups in America.</p> <p>Summarize and examine how the Red Scare and fear of Communism lead to another anti-immigrant movement in America.</p> <p>Analyze the various forms of propaganda used to instill fear in Americans.</p> <p>Summarize the reasons behind the emergence of the Civil Rights, Women's Liberation and LGBT Rights movements in America.</p> <p>Identify how these groups were able to utilize various forms of media to gain support and further their causes.</p> <p>Examine how various forms of media were used to undermine these movements and even degrade and villainize the individuals who were a part of these groups.</p> <p>Identify how music has helped push social change and has played a pivotal role in influencing public opinion.</p> <p>Examine how early forms of TV pushed stereotypical views of various groups.</p> <p>Analyze the evolution of advertisements, as well as how they created and shaped public opinion, and intentionally misled and misinformed consumers.</p> <p>Summarize how present-day forms of media, social media and</p>	

		entertainment create and shape our opinions on various social and political issues.	
	<b>Movies, cartoons, news outlets, shows, commercials and posters.</b> <a href="https://www.womenshistory.org/resources/general/woman-suffrage-movement">https://www.womenshistory.org/resources/general/woman-suffrage-movement</a> <a href="http://www.pbs.org/webh/americanexperience/features/freedom-riders-jim-crow-laws/">http://www.pbs.org/webh/americanexperience/features/freedom-riders-jim-crow-laws/</a> <a href="https://www.history.com/news/blackface-history-racism-origins">https://www.history.com/news/blackface-history-racism-origins</a> <a href="https://www.history.com/topics/cold-war/red-scare">https://www.history.com/topics/cold-war/red-scare</a> <a href="https://www.pbs.org/lehngardner/chapters/4b.html">https://www.pbs.org/lehngardner/chapters/4b.html</a> <a href="https://www.pbs.org/wgbh/americanexperience/features/pill-and-womens-liberation-movement/">https://www.pbs.org/wgbh/americanexperience/features/pill-and-womens-liberation-movement/</a> <a href="https://www.history.com/topics/gay-rights/history-of-gay-rights">https://www.history.com/topics/gay-rights/history-of-gay-rights</a> <a href="https://www.tintup.com/blog/history-evolution-advertising-marketing/">https://www.tintup.com/blog/history-evolution-advertising-marketing/</a>		
<b>Suggested Resources</b>			

### Curricular Units

Unit 1: Intro into Media Literacy, Various Forms of Social Media and Social Media Throughout History			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (When applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> <li>ELA 3.5.12.A.1 Understand that messages are representations of social reality and vary by historic time periods and parts of the world.</li> <li>ELA 3.5.12.A.2 Identify and evaluate how a media</li> </ul>	<p>What is social media and what does it mean to be “media literate”? What does it mean to be “media illiterate”?</p> <p>What does it mean to have a digital footprint?</p> <p>What is “pop culture” and is it more powerful than fact and truth?</p>	<p>Define what “social media is and what it means to be “medial literate.”</p> <p>Describe how important both social media and media literacy are in the present landscape.</p> <p>Explain the impact a digital footprint has the image of an individual and how it affects society’s view of that</p>	<ul style="list-style-type: none"> <li>Define Key Terms</li> <li>Analyze Primary Resources</li> <li>Discuss Differing Perspectives</li> <li>Answer DBQs</li> </ul>

<p>product expresses the values of the culture that produced it.</p>		<p>individual. Summarize the impact of "popular culture" on society, as well as how it shapes our opinions, views and ideologies.</p>	<ul style="list-style-type: none"> <li>● Create Presentations and PowerPoints</li> <li>● Class Debates</li> <li>● Analyze Various Forms of Media</li> </ul>
<ul style="list-style-type: none"> <li>● ELA 3.5.12.A.1 Understand that messages are representations of social reality and vary by historic time periods and parts of the world.</li> <li>● ELA 3.5.12.A.2 Identify and evaluate how a media product expresses the values of the culture that produced it.</li> </ul>	<p>What are the various forms of social media throughout History?  Has there always been a form of social media and pop culture that was utilized by groups and societies to spread information?</p>	<p>Identify the various forms of social media that have existed throughout History and describe their influence at the time.  Explain is social media has always played a part in public opinion and has it always influenced the masses, regardless of whether it is fact or fiction.</p>	
<ul style="list-style-type: none"> <li>● ELA 3.5.12.A.3 Identify and select media forms appropriate for the viewer's purpose.</li> </ul>	<p>How has the evolution of social media and pop culture and its reach played the role in shaping public opinion of the masses?  How has the evolution of social media and pop culture led to a more consumer-based society?</p>	<p>Describe the evolution of social media's reach over the years, and how it is now more influential than ever before.  Explain why it is now as important to be media literate as it is to be literate.</p>	
<ul style="list-style-type: none"> <li>● ELA 3.5.12.A.3 Identify and select media forms appropriate for the viewer's purpose.</li> </ul>	<p>Does the present-day state of social media and the spread of information lead to an educate population or is it more harmful than beneficial?  Can one truly be an informed citizen and not take part in the social media age or have a strong digital footprint?</p>	<p>Analyze if social media and the access to information is doing more harm than good to the masses.  Summarize how the access to unlimited information can in some cases lead to more harm than good, and create a misinformed population.</p>	

<ul style="list-style-type: none"> <li>• ELA 3.5.12.A.3 Identify and select media forms appropriate for the viewer's purpose.</li> </ul>	<p>How powerful is social media, pop culture and various forms of media in shaping the views, opinions and ideologies of the masses?</p>	<p>Identify how impactful and powerful social media, popular culture and media can be when used to share propaganda and misinformation.</p>	
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<b>Unit 1 Assessment Plan</b>		<b>Unit 1 Assessment Plan</b>	
<p><b>Formative Assessment</b> When possible, provide links to specific samples/ documents/ assignments/etc.</p>	<p><b>Formative Assessment</b> When possible, provide links to specific samples/ documents/ assignments/etc.</p>	<p><b>Summative Assessment</b> When possible, provide links to specific samples/ documents/ assignments/etc.</p>	<p>Analysis, Essays, Activities, Discussions, Presentations and Vlogs</p> <p>DBQs, Quizzes, Tests and Activities</p>

<b>Unit 1 Suggested Modifications/Accommodations/Extension Activities</b>			
<p><b>English Language Learners (ELL)</b> When possible, provide links to specific samples/ documents/ assignments/etc.</p>	<p><b>Special Education / 504</b> When possible, provide links to specific samples/ documents/ assignments/etc.</p>	<p><b>Gifted and Talented</b> When possible, provide links to specific samples/ documents/ assignments/etc.</p>	<p>a. Read written instructions</p> <p>b. Students may be provided with note organizers/study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p> <p>f. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p> <p>h. Highlight Key Words &amp; Phrases</p> <p>a. Students may be provided with note organizers/ study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> <p>e. Student may complete assessments in alternate setting when requested.</p> <p>f. Establish a non-verbal cue to redirect student when not on task.</p> <p>g. Maintain strong teacher / parent communication.</p> <p>h. Repetition and practice</p> <p>i. Pair Visual Prompts with Verbal Presentations</p> <p>j. Check Use of Agenda</p> <p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. greatsocialstudies.com (Enrichment Activities)</p>

<b>Unit 1 Connections</b>		<b>Unit 1 Connections</b>	
<p><b>NJSLS - Technology</b> When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards</p>		<p><b>Career Readiness Practices</b> When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices</p>	<p>1.1.12 A.2 Produce and edit a multi-page digital document for a</p>

commercial or professional audience and present it to peers and/or professionals.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

**21st Century Skills**

*When possible, provide links to specific samples/ documents/ assignments/etc.*  
Refer to the 21st Century Life and Skills

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

**Interdisciplinary Connections**

*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.*  
Refer to the NJ Student Learning Standards

- English: Reading, and discussion of Supreme Court Cases, Formal written response asking to formulate opinions and interpret data
- Math: Assessment of Data in Charts and on graphs
- Music: Compare/Contrast songs from the Jazz Age and the Hip Hop Era
- Advertisement: Compare and Analyze past product advertisements, as well as create and pitch modern-day products.
- Psychology and Sociology: Understand how powerful media, film, TV and propaganda are on both society and psychology.
- Journalism: Research and report on various topics and forms of media.

**Unit 2: American Colonization Through the Early Republic and the American Identity**

<b>Content Standards</b>	<b>Critical Knowledge &amp; Skills</b> (*Unpacked* Standards)	<b>Content-Specific Practices</b> (When applicable)	<b>Standard Mastery Examples</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> <li>• SOC.6.1.12.1: Colonization and Settlement (1585-1763)</li> </ul>	<p>How did Colonial propaganda help sway public opinion in colonial America?</p>	<p>SWBAT: Analyze early Colonial imagery that</p>	<ul style="list-style-type: none"> <li>• Define Key Terms</li> <li>• Analyze Primary</li> </ul>

<ul style="list-style-type: none"> <li>• SOC.6.1.12.2: Revolution and the New Nation (1754-1820s)</li> </ul>	<p>How did the differing views between the King and the Colonists further divide the possibility of reconciliation?</p>	<p>was intended to shape public opinion. Summarize the propaganda used by groups of Colonists to help create animosity towards King George.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Discuss Differing Perspectives</li> <li>• Answer DBQs</li> <li>• Create Presentations and PowerPoints</li> <li>• Class Debates</li> <li>• Analyze Various Forms of Media</li> </ul>
<ul style="list-style-type: none"> <li>• SOC.6.1.12.2: Revolution and the New Nation (1754-1820s)</li> </ul>	<p>What popular ideology led the colonists to believe they were entitled to unalienable rights?</p>	<p>Identify the various forms of popular literature and philosophy that helped shaped American ideologies.</p> <p>Why is "Yankee Doodle" considered one of the first protest songs?</p>	
<ul style="list-style-type: none"> <li>• SOC.6.1.12.2: Revolution and the New Nation (1754-1820s)</li> </ul>	<p>Why did King George feel that the colonists were not being practical in their quest for self-government?</p>	<p>Summarize why based on standard of living, Americans were fairing much better than English citizens.</p>	
<ul style="list-style-type: none"> <li>• SOC.6.1.12.2: Revolution and the New Nation (1754-1820s)</li> </ul>	<p>Why was a pamphlet written by a foreigner so influential in swaying public opinion in favor of American Independence?</p> <p>How did our Founding Fathers truly feel about the majority of Americans, and what did they do to control their role in politics?</p>	<p>Explain how a pamphlet resonated with Americans and was significant in swaying public opinion in favor of Independence.</p> <p>Identify why specific writings and imagery played a powerful role in the view of an independent America.</p> <p>Summarize how America is led to believe that George Washington is our first President, when in fact that is not entirely true.</p>	
<ul style="list-style-type: none"> <li>• SOC.6.1.12.2: Revolution and the New Nation (1754-1820s)</li> </ul>	<p>How did some of the Founding Fathers use misinformation to encourage support for an extremely controversial Constitution?</p>	<p>Summarize the purpose of the Federalist Papers and why its authors felt compelled to write them.</p>	

	<p>Why did our Founding Fathers exploit the media in order to target political opponents to their plans for a new nation?</p> <p>How did our Founding Fathers use media to create false narratives about each other?</p>	<p>Explain why Founding Fathers were divided on the Constitution, and how media was used to garner support.</p> <p>Describe how early political smear campaigns and misinformation was used to attack political opponents, especially during elections.</p> <p>Identify how our Founding Fathers misled many of the colonists who served and sacrificed during the American Revolution, with a focus on farmers and Daniel Shay.</p>	
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<b>Unit 2 Assessment Plan</b>		<b>Summative Assessment</b>	
<p><b>Formative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>		<p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	
<p>Analysis, Essays, Activities, Discussions, Presentations and Vlogs</p>		<p>DBQs, Quizzes, Tests and Activities</p>	

<b>Unit 2 Suggested Modifications/Accommodations/Extension Activities</b>			
<p><b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p><b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p><b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	
<p>a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary.</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. e. Student may complete assessments in alternate setting when requested. f. Establish a non-verbal cue to redirect student when not on task. g. Maintain strong teacher / parent</p>	<p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)</p>	

<p>g. Pair Visual Prompts with Verbal Presentations</p> <p>h. Highlight Key Words &amp; Phrases</p>	<p>communication.</p> <p>h. Repetition and practice</p> <p>i. Pair Visual Prompts with Verbal Presentations</p> <p>j. Check Use of Agenda</p>	
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**Unit 2 Connections**

<p><b>NJSLS - Technology</b>  <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  Refer to the NJ Technology Standards</p>			<p><b>Career Readiness Practices</b>  <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  Refer to the NJ Career Readiness Practices</p>		
<p>1.1.13 A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>				
<p><b>21st Century Skills</b>  <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  Refer to the 21st Century Life and Skills</p>			<p><b>Interdisciplinary Connections</b>  <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i>  Refer to the NJ Student Learning Standards</p>		
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p>	<p>English: Reading, and discussion of Supreme Court Cases, Formal written response asking to formulate opinions and interpret data</p> <p>Math: Assessment of Data in Charts and on graphs</p> <p>Music: Compare/Contrast songs from the Jazz Age and the Hip Hop Era</p> <p>Advertisement: Compare and Analyze past product advertisements, as well as create and pitch modern-day products.</p> <p>Psychology and Sociology: Understand how powerful media, film, TV and propaganda are on both society and psychology.</p>				



9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Journalism: Research and report on various topics and forms of media.

**Unit 3: America's Views on Manifest Destiny, Slavery, Reconstruction and Immigration**

Content Standards	Critical Knowledge & Skills (*Unpacked* Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
<ul style="list-style-type: none"> <li>SOC.6.1.12.3: Expansion and Reform (1801-1861)</li> </ul>	<p>How did the view and perception of Native Americans shape the concept of "Manifest Destiny" and American ideology?</p> <p>Why was religion used to perpetuate the belief that Christian Americans were ordained by God?</p> <p>How did reformers utilize imagery and literature to help push progressive reforms?</p>	<p>SWBAT: Identify how cultural differences led Americans and immigrants to disregard Native Americans rights and governmental treaties.</p> <p>Examine the differing views and how religion was used to help dictate policies towards the Native Americans.</p> <p>Explain why Americans felt the need for a Reform Movement and summarize why most Americans resisted the need for change and progress.</p> <p>Analyze how the early Reform Movement is very similar to the present-day progressive movement.</p>	<ul style="list-style-type: none"> <li>Define Key Terms</li> <li>Analyze Primary Resources</li> <li>Discuss Differing Perspectives</li> <li>Answer DBQs</li> <li>Create Presentations and PowerPoints</li> <li>Class Debates</li> <li>Analyze Various Forms of Media</li> </ul>
<ul style="list-style-type: none"> <li>SOC.6.1.12.3: Expansion and Reform (1801-1861)</li> <li>SOC.6.1.12.4: Civil War and Reconstruction (1850-1877)</li> </ul>	<p>Why were abolitionists representing a minority of Americans during the early 19<sup>th</sup> century?</p> <p>How did abolitionists use media and propaganda to sway public opinion?</p>	<p>Explain why the majority of Americans supported African American slavery during the early 19<sup>th</sup> century.</p> <p>Identify how abolitionists used various forms of media to help sway Americans in favor of emancipation.</p>	
<ul style="list-style-type: none"> <li>SOC.6.1.12.4: Civil War and Reconstruction (1850-1877)</li> </ul>	<p>How did the pro-slavery movement use religion and propaganda to support and justify African American slavery?</p> <p>Why did Southerners use political cartoons and misconceptions of</p>	<p>Summarize the various factors and ideologies that will lead America into a Civil War.</p> <p>Analyze the anti-slavery and pro-slavery movements, and why the majority of southerners were willing</p>	

<ul style="list-style-type: none"> <li>• SOC.6.1.12.4: Civil War and Reconstruction (1850-1877)</li> </ul>	<p>African Americans to encourage support for the institution of slavery?</p> <p>How did the post-Civil War South use imagery, cartoons and propaganda to lead a resistance against enfranchising the newly freed African Americans?</p> <p>Why did terrorist organizations emerge from the post-Civil War South?</p>	<p>to fight to prolong the institution of slavery.</p> <p>Analyze the various attempts from the former Confederacy to create a false narrative and racist view of the newly freed African Americans.</p> <p>Examine the emergence of various groups that were created solely based on racial issues.</p>	
<ul style="list-style-type: none"> <li>• SOC.6.1.12.6: The Emergence of Modern America (1890-1930)</li> </ul>	<p>Why did Immigration lead to a Nativist movement in America that targeted specific groups?</p> <p>How did mass media demonize immigrants and create an anti-immigrant hysteria?</p>	<p>Identify the rise of Nativism in America and how it played a role in shaping policy.</p> <p>Examine America's History dealing with Immigrants, as well as summarize various policies.</p> <p>Analyze why some immigrants were embraced, while others were persecuted and even criminalized.</p>	

**Unit 3 Assessment Plan**

<p align="center"><b>Formative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p align="center"><b>Summative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>
<p>Analysis, Essays, Activities, Discussions, Presentations and Vlogs</p>	<p>DBQs, Quizzes, Tests and Activities</p>

Unit 3 Suggested Modifications/Accommodators/Extension Activities			
<p align="center"><b>English Language Learners (ELL)</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p align="center"><b>Special Education / 504</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p align="center"><b>Gifted and Talented</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p>a. Read written instructions</p> <p>b. Students may be provided with note organizers/study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> <p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. greatsocialstudies.com (Enrichment Activities)</p>

<p>e. Establish a non-verbal cue to redirect student when not on task.</p> <p>f. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p> <p>h. Highlight Key Words &amp; Phrases</p>	<p>e. Student may complete assessments in alternate setting when requested.</p> <p>f. Establish a non-verbal cue to redirect student when not on task.</p> <p>g. Maintain strong teacher / parent communication.</p> <p>h. Repetition and practice</p> <p>i. Pair Visual Prompts with Verbal Presentations</p> <p>j. Check Use of Agenda</p>	
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**Unit 3 Connections**

<p align="center"><b>NJSLS - Technology</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the NJ Technology Standards</p>	<p align="center"><b>Career Readiness Practices</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the NJ Career Readiness Practices</p>
<p>1.1.14 A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p align="center"><b>21st Century Skills</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the 21st Century Life and Skills</p>	<p align="center"><b>Interdisciplinary Connections</b></p> <p align="center"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the NJ Student Learning Standards</p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and</p>	<p>English: Reading: and discussion of Supreme Court Cases, Formal written response asking to formulate opinions and interpret data</p> <p>Math: Assessment of Data in Charts and on graphs</p> <p>Music: Compare/Contrast songs from the Jazz Age and the Hip Hop Era</p> <p>Advertisement: Compare and Analyze past product advertisements, as well</p>

globally.  
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.  
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

as create and pitch modern-day products.  
Psychology and Sociology: Understand how powerful media, film, TV and propaganda are on both society and psychology.  
Journalism: Research and report on various topics and forms of media.

**Unit 4: America's Perception of Minority Groups, Workers, Feminists and Immigrants**

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (When applicable)	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.
<ul style="list-style-type: none"> <li>SOC.6.1.12.6: The Emergence of Modern America (1890-1930).</li> </ul>	<p>How did the Jim Crow South lead to the emergence of thriving Black communities and culture?</p> <p>Why were African Americans demonized in the South and how did film and music create a negative stereotype of African Americans?</p> <p>How did White businesses exploit Black culture by creating brands that were derogatory towards African Americans?</p>	<p><b>SWBAT:</b></p> <p>Identify the rise of Jim Crow South and the various ways that local and state governments attempted to disenfranchise the newly empowered African Americans.</p> <p>Examine how various forms of entertainment were used to create false representations of various groups, especially African Americans.</p> <p>Summarize how white Americans used Black culture to create profitable brands, as well as further racist stereotypes.</p>	<ul style="list-style-type: none"> <li>Define Key Terms</li> <li>Analyze Primary Resources</li> <li>Discuss Differing Perspectives</li> <li>Answer DBQs</li> <li>Create Presentations and PowerPoints</li> <li>Class Debates</li> <li>Analyze Various Forms of Media</li> </ul>
<ul style="list-style-type: none"> <li>SOC.6.1.12.6: The Emergence of Modern America (1890-1930).</li> </ul>	<p>What groups helped spur the suffragette movement in America?</p> <p>How did the suffragettes utilize media to further their cause for voting rights and social freedom?</p> <p>Why did some groups outright oppose and even fight women's suffrage and independence?</p> <p>How did governments target and criminalize various groups in America by focusing on drug use within the groups?</p>	<p>Summarize the various groups that focused on fighting for women's suffrage.</p> <p>Examine the various groups and organizations that opposed suffrage and female equality, especially in the political arena.</p> <p>Analyze drug policies and identify how they specifically targeted certain immigrant and marginalized groups in America.</p>	
<ul style="list-style-type: none"> <li>Depression and World War II</li> </ul>			

<p>(1929-1945)</p> <ul style="list-style-type: none"> <li>• SO.C.6.1.12.8: Postwar United States (1945 to early</li> </ul>	<p>How did film, TV and media help feed a Communist scare in America?</p>	<p>Summarize and examine how the Red Scare and fear of Communism led to another anti-immigrant movement in America.</p> <p>Analyze the various forms of propaganda used to instill fear in Americans.</p>	
<ul style="list-style-type: none"> <li>• SO.C.6.1.12.9: Contemporary United States (1970-Today).</li> </ul>	<p>Why was TV, media and music pivotal in the success of the Feminist, Civil Rights and LGBT movement?  How was the media used to degrade and undermine these various movements?</p>	<p>Summarize the reasons behind the emergence of the Civil Rights, Women's Liberation and LGBT Rights movements in America.</p> <p>Identify how these groups were able to utilize various forms of media to gain support and further their causes.</p> <p>Examine how various forms of media were used to undermine these movements and even degrade and villainize the individuals who were a part of these groups.</p>	
<ul style="list-style-type: none"> <li>• SO.C.3.5.12.A.3 Identify and select media forms appropriate for the viewer's purpose.</li> </ul>	<p>How has music helped shape public opinion, as well as fight for social justice and awareness?  What role did TV play in creating stereotypical views of various groups?  How did advertisements create and shape public opinion on various images, such as body image, social norms and health practices?  Do music, TV, film and advertisements have a lasting impact on our views, opinions and habits?</p>	<p>Identify how music has helped push social change and has played a pivotal role in influencing public opinion.</p> <p>Examine how early forms of TV pushed stereotypical views of various groups.</p> <p>Analyze the evolution of advertisements, as well as how they created and shaped public opinion, and intentionally misled and misinformed consumers.</p> <p>Summarize how present-day forms of media, social media and entertainment create and shape our opinions on various social and political issues.</p>	

<i>When possible, provide links to specific samples/documents/ assignments/etc.</i>	<i>When possible, provide links to specific samples/documents/ assignments/etc.</i>
Analysis, Essays, Activities, Discussions, Presentations and Vlogs	DBQs, Quizzes, Tests and Activities

Unit 4 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/documents/ assignments/etc.</i>
<ul style="list-style-type: none"> <li>a. Read written instructions</li> <li>b. Students may be provided with note organizers/study guides to reinforce key topics.</li> <li>c. Model and provide examples</li> <li>d. Extended time on assessments when needed.</li> <li>e. Establish a non-verbal cue to redirect student when not on task.</li> <li>f. Students may use a bilingual dictionary.</li> <li>g. Pair Visual Prompts with Verbal Presentations</li> <li>h. Highlight Key Words &amp; Phrases</li> </ul>	<ul style="list-style-type: none"> <li>a. Students may be provided with note organizers/ study guides to reinforce key topics.</li> <li>b. Extended time on assessments when needed.</li> <li>c. Preferred seating to be determined by student and teacher.</li> <li>d. Provide modified assessments when necessary.</li> <li>e. Student may complete assessments in alternate setting when requested.</li> <li>f. Establish a non-verbal cue to redirect student when not on task.</li> <li>g. Maintain strong teacher / parent communication.</li> <li>h. Repetition and practice</li> <li>i. Pair Visual Prompts with Verbal Presentations</li> <li>j. Check Use of Agenda</li> </ul>	<ul style="list-style-type: none"> <li>a. Use of Higher Level Questioning Techniques</li> <li>b. Extension/Challenge Questions</li> <li>c. Provide Assessments at a Higher Level of Thinking</li> <li>d. greatsocialstudies.com (Enrichment Activities)</li> </ul>

Unit 4 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/documents/ assignments/etc.</i>	Career Readiness Practices <i>When possible, provide links to specific samples/documents/ assignments/etc.</i>
Refer to the NJ Technology Standards  1.1.15 A2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals.	Refer to the NJ Career Readiness Practices  CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.



	<p>CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP11. Use technology to enhance productivity.</p>
<p><b>21st Century Skills</b>  <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  Refer to the 21st Century Life and Skills</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.  9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.  9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.  9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><b>Interdisciplinary Connections</b>  <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i>  Refer to the NJ Student Learning Standards</p> <p>English: Reading, and discussion of Supreme Court Cases, Formal written response asking to formulate opinions and interpret data  Math: Assessment of Data in Charts and on graphs  Music: Compare/Contrast songs from the Jazz Age and the Hip Hop Era  Advertisement: Compare and Analyze past product advertisements, as well as create and pitch modern-day products.  Psychology and Sociology: Understand how powerful media, film, TV and propaganda are on both society and psychology.  Journalism: Research and report on various topics and forms of media.</p>

