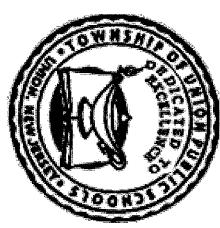
TOWNSHIP OF UNION PUBLIC SCHOOLS



History Through Media, Film and Pop Culture

July 21, 2020

Mission Statement

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. The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence,

Philosophy Statement

and community. students in general, providing therein for individual differences. The school operates as a partner with the home 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 The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts

Course Description

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

Curriculum Units/Pacing Guide

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

Unit Standards Overview

Suggested Resources	unit 1: Intro into Media Literacy, Various Forms of Social Media and Social Media Throughout History	Overview
Movies, cartoons, news outlets, shows, commercials and posters. MEDIA LITERACY: https://www.commonsensemedia.org/news-and-media-literacy/what-is-media-literacy-and-why-is-it-important https://www.youtube.com/watch?v=GlaRw5R6Da4 SOCIAL MEDIA: https://www.lifewire.com/what-is-social-media-explaining-the-big-trend-3486616 https://communications.tufts.edu/marketing-and-branding/social-media-overview/	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 ELA 3.5.12.A.2 Identify and evaluate how a media product expresses the values of the culture that produced it. ELA 3.5.12.A.3 Identify and select media forms appropriate for the viewer's purpose. Purpose: Oppose:	Standards
s, commercials and posters. ws-and-media-literacy/what-is- in-literacy/ w5R6Da4 al-media-explaining-the-big- keting-and-branding/social-	*Make informed decisions about local, state, national, and global events based on inquiry and analysis. *Consider multiple perspectives, values diversity, and promotes cultural understanding. *Recognize and understand the various forms of social media as well as their impact and influence on society. *Appreciate the global dynamics between people, places, and resources. *Utilize emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.	Unit Skills Focus
	 Define Key Terms Analyze Primary Resources Discuss Differing Perspectives Answer DBQs Create Presentations and Powerpoints Class Debates 	Content-Specific Practices (when applicable)

https://www.smore.com/febbw-what-s-your-digital-footprint POPULAR CULTURE: https://www.smore.com/febbw-what-s-your-digital-footprint POPULAR CULTURE: https://www.youtube.com/watch?v=9yg17lAixwc fotoday.htm SCC6.112.1. Colonization and Settlement (1586-1763) SOC.6.112.2. Revolution and the New Nation (1754-1820s) Why is "Yankee Doods" Summarize the propaganda used by groups of Colonists to help create animosity towards King George. Identify the various forms of popular invention and the New Nation of the first protest songs? Summarize why based on standard of the first protest songs? Summarize why based on a tandard of the first protest songs? Summarize why based on a tandard of the first protest songs? Summarize w	Through the Early Republic and the American Identity	Unit 2: American Colonization
	Colonization and Settlement (1585-1763) SOC 6.1.12.2: Revolution and the New Nation (1754-1820s)	https://www.socialmediatoday.com/news/the-history-of-socialmfographic-1/522285/ https://interestingengineering.com/a-chronological-history-omedia DIGITAL FOOTPRINT: https://www.smore.com/6pbw-what-s-your-digital-footprint https://www.smore.com/6pbw-what-s-your-digital-footprint POPULAR CULTURE: https://philosophynow.org/issues/64/Pop_Culture_An_Overvhttps://www.historynet.com/pop-culture-history-from-ancient to-today.htm https://www.youtube.com/watch?v=lyJT-0CzLZk https://www.youtube.com/watch?v=LyJT-0CzLZk

Unit 3: America's Views on Manifest Destiny, Slavery, Reconstruction and Immigration	Suggested Resources	
 SOC.6.1.12.3: Expansion and Reform (1801-1861) SOC.6.1.12.4: Civil War and Reconstruction (1850-1877) Identify how cultural differences led Americans and Immigrants to disregard Native Americans rights and governmental treaties. Examine the differing views and how religion was used to help dictate policies towards the Native 	Movies, cartoons, news outlets, shows, commercials and posters. http://www.pbs.org/ktca/liberty/ https://www.nationalgeographic.org/fopics/resource-library-american-revolution/?q=&page=1&per_page=25 https://www.history.com/fopics/american-revolution/american-revolution-history	believe that George Washington is believe that George Washington is our first President, when in fact that is not entirely true. Summarize the purpose of the Federalist Papers and why its authors felt compelled to write them. Explain why Founding Fathers were divided on the Constitution, and how media was used to garner support. Describe how early political smear campaigns and misinformation was used to attack political opponents, especially during elections. 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.

slavery movements, and why the majority of southerners were willing summarize various policies with immigrants, as well as Examine America's History dealing shaping policy. America and how it played a role in Identify the rise of Nativism in based on racial issues. groups that were created solely Examine the emergence of various newly freed African Americans. false narrative and racist view of the Analyze the various attempts from the former Confederacy to create a to fight to prolong the institution of Analyze the anti-slavery and proa Civil War. Summarize the various factors and ideologies that will lead America into Americans in favor of emancipation. Identify how abolitionists used various forms of media to help sway American slavery during the early Americans supported African Explain why the majority of present-day progressive movement. Analyze how the early Reform Movement is very similar to the progress. resisted the need for change and summarize why most Americans for a Reform Movement and Explain why Americans felt the need Americans. 19th century.

	Unit 4: America's Perception of Minority Groups, Workers, Feminists and immigrants		Suggested Resources	
focused on flighting for women's suffrage. Examine the various groups and organizations that opposed suffrage and female equality, especially in the political arena. Analyze drug policies and identify how they specifically targeted	SOC.6.1.126: The Emergence of Modern America (1890-1930). SOC.6.1.127: The Great Depression and World War II (1929-1945) SOC.6.1.12.8: Postwar United States (1945 to early 1970s). SOC.6.1.12.9: Examine how various forms of entertainment were used to create false representations of various groups, especially African Americans. Summarize how white Americans used Black culture to create profitable brands, as well as further racist stereotypes.	https://www.pbs.org/weta/reconstruction/ https://www.pbs.org/destinationamerica/usim.html	Movies, cartoons, news outlets, shows, commercials and posters. http://www.ushistory.org/US/29.asp https://www.ferris.edu/HTMLS/news/jimcrow/timeline/slavery.htm	Analyze why some Immigrants were embraced, while others were persecuted and even criminalized.

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

https://www.tintup.com/blog/history-evolution-advertising-marketing/	https://www.history.com/topics/gay-rights/history-of-gay-rights	https://www.pbs.org/wgbh/americanexperience/features/pill-and-womens- liberation-movement/	https://www.pbs.org/johngardner/chapters/4b.html	https://www.history.com/topics/cold-war/red-scare	https://www.history.com/news/blackface-history-racism-origins	http://www.pbs.org/wgbh/americanexperience/features/freedom-nders-iim- crow-laws/	https://www.womenshistory.org/resources/general/woman-suffrage-movement	Movies, cartoons, news outlets, shows, commercials and posters	opinions on various social and political issues.
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Curricular Units

PerspectivesAnswer DBQs	Explain the impact a digital footprint has the image of an individual and how it affects society's view of that	powerful than fact and truth?	 ELA 3.5.12.A.2 Identify and evaluate how a media
ResourcesDiscuss Differing	Describe how important both social media and media literacy are in the present landscape.	What does it mean to have a digital footprint? What is "non culture" and is it more	reality and vary by historic time periods and parts of the world.
Define Key TermsAnalyze Primary	Define what "social media is and what it means to be "medial literate."	What is social media and what does it mean to be "media literate"? What does it mean to be "media illiterate"?	 ELA 3.5.12.A.1 Understand that messages are representations of social
Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.	Content-Specific Practices (when applicable)	Critical Knowledge & Skills ("Unpacked" Standards)	Content Standards

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ELA 3.5.12.A.3 Identify and select media forms appropriate for the viewer's purpose.	ELA 3.5.12.A.3 Identify and select media forms appropriate for the viewer's purpose.	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. ELA 3.5.12.A.2 Identify and evaluate how a media product expresses the values of the culture that produced it.	product expresses the values of the culture that produced it.
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?	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?	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?	
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.	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.	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.	individual. Summarize the impact of "popular culture" on society, as well as how it shapes our opinions, views and ideologies.
			 Create Presentations and PowerPoints Class Debates Analyze Various Forms of Media

ELA 3.5.12.A.3 Identify and appropriate for the viewer's select media forms

How powerful is social media, pop culture and various forms of media in shaping the views, opinions and ideologies of the masses?

Identify how impactful and powerful social media, popular culture and media can be when used to share propaganda and misinformation.

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	Unit Assessment Plan	
When possible provide links to specific samples/ documents/	When possible, provide li	Summative Assessment Its to specific samples/ documents/ assignments/etc.
sis, Essays, Activi	Presentations and DBQs, Quizzes, Tests and Activities	and Activities
Vlogs		
Unit1s	Unit / Suggested Modifications/Accommodations/Extension/Activ	in Activities
English Language Learners (ELL) When gossible, provide links to specific	Special Education / 504 When possible, provide links to specific samples/	Gifted and Talented When possible, provide links to specific samples/
samples/ documents/ assignments/etc.	documents/ assignments/etc.	documents/ assignments/etc.
a. Read written instructions	 a. Students may be provided with note organizers / 	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	 b. Extended time on assessments when needed. 	c. Provide Assessments at a Higher Level of Thinking
c. Model and provide examples	 Preferred seating to be determined by student 	d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when	and teacher.	
needed.	d. Provide modified assessments when necessary.	
e. Establish a non-verbal cue to redirect	e. Student may complete assessments in alternate	
student when not on task.	setting when requested.	
 Students may use a bilingual dictionary. 	f. Establish a non-verbal cue to redirect student	
g. Pair Visual Prompts with Verbal	when not on task.	
Presentations	g. Maintain strong teacher / parent	
h. Highlight Key Words & Phrases	communication.	
	h. Repetition and practice	
	 Pair Visual Prompts with Verbal Presentations 	
	j. Check Use of Agenda	

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1.1.12 A.2 Produce and edit a multi-page digital document for a	NJSLS - Technology then possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards	
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 SOC.6.1.12.1: Colonization and Settlement (1585- 1763) 	Content Standards		available online. 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	globally. 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources	career. 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and	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	21st Century-Skills When possible, provide links to specific samples/ documents assignments/etc. Refer to the 21st Century Life and Skills	commercial or professionals.
How did Colonial propaganda help sway public opinion in colonial America?	Gritical Knowledge & Skills ("Unpacked" Standards)	it 2: American Colonization Through	of online activities and social	trends using state and	nal and nontraditional , nationally, and	ion, collaboration, and reloped through school, ractivities for use in a	y Skills pecific samples/ documents/ is/etc ury Life and Skills	commercial or professional audience and present it to peers and/or professionals.
SWBAT: Analyze early Colonial imagery that	Content-Specific Practices (when applicable)	unit 2: American Colonization Through the Early Republic and the American Identity	Journalism: Research and report on various topics and forms of media.	Psychology and Sociology: Understand how powerful media, film, TV and propaganda are on both society and psychology.	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.	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	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	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.
Define Key TermsAnalyze Primary	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.	Land of the land o	us topics and forms of media.	ow powerful media, film, TV and nology.	songs from the Jazz Age and the Hip Hop Era and Analyze past product advertisements, as well reday products.	eme Court Cases, Formal written d interpret data on graphs	connections AlMath/Sci/SS standards as well as issignments/etc. earning Standards	ible and contributing citizen and employee. te academic and technical skills. hal health and financial well-being. learly and effectively and with reason. vironmental, social and economic impacts of hinking to make sense of problems and persevere ethical leadership and effective management. to enhance productivity.

[Summarize the purpose of the Federalist Papers and why its authors felt compelled to write them.	How did some of the Founding Fathers use misinformation to encourage support for an extremely controversial Constitution?	SOC.6.1.12.2: Revolution and the New Nation (1754- 1820s)
	Summarize how America is led to believe that George Washington is our first President, when in fact that is not entirely true.		
	Identify why specific writings and imagery played a powerful role in the view of an independent America.	How did our Founding Fathers truly feel about the majority of Americans, and what did they do to control their role in politics?	
	Explain how a pamphlet resonated with Americans and was significant in swaying public opinion in favor of independence.	Why was a pamphlet written by a foreigner so influential in swaying public opinion in favor of American Independence?	SOC.6.1.12.2: Revolution and the New Nation (1754-1820s)
	Summarize why based on standard of living, Americans were fairing much better than English citizens.	Why did King George feel that the colonists were not being practical in their quest for self-government?	SOC.6.1.12.2: Revolution and the New Nation (1754-1820s)
	Why is "Yankee Doodle" considered one of the first protest songs?		
	Identify the various forms of popular literature and philosophy that helped shaped American ideologies.	What popular ideology led the colonists to believe they were entitled to unalienable rights?	SOC.6.1.12.2: Revolution and the New Nation (1754-1820s)
	groups of Colonists to help create animosity towards King George.		lozus)
	Summarize the propaganda used by	divide the possibility of reconciliation?	and the New Nation (1754-
	was intended to shape public opinion.	How did the differing views between	SOC.6.1.12.2: Revolution

	How did our Founding Fathers use media to create false narratives about each other?	Why did our Founding Fathers exploit the media in order to target political opponents to their plans for a new nation?
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.	Describe how early political smear campaigns and misinformation was used to attack political opponents, especially during elections.	Explain why Founding Fathers were divided on the Constitution, and how media was used to garner support.

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

Analysis, Essays, Activities, Discussions, Presentations and Vlogs	Presentations and DBQs, Quizzes, Tests and Activities	nd Activities
	Unit 2 Suggested Modifications/Accommodations/Extension Activ	n Activities
English Language Learners (ELL) When possible, provide links to specific	Special Education / 504 When possible, provide links to specific samples/	Gifted and Talented When possible, provide links to specific samples/
 a. Read written instructions 	a. Students may be provided with note organizers /	 Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key	 b. Extended time on assessments when needed. 	c. Provide Assessments at a Higher Level of Thinking
topics.	 Preferred seating to be determined by student 	d. greatsocialstudies.com (Enrichment Activities)
c. Model and provide examples	and teacher.	
d. Extended time on assessments when	d. Provide modified assessments when necessary.	
needed.	e. Student may complete assessments in alternate	
e. Establish a non-verbal cue to redirect	setting when requested.	
student when not on task.	f. Establish a non-verbal cue to redirect student	
f Students may use a hilingual	when not on task.	
dictionary.	g. Maintain strong teacher / parent	
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	h. Highlight Key Words & Phrases	g. Pair Visual Prompts with Verbal
The second secon	 i. Pair Visual Prompts with Verbal Presentations j. Check Use of Agenda 	communication.

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.	21st Century Skills When possible, provide links to specific samples/documents/ assignments/etc. Refer to the 21st Century Life and Skills	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.	Unit? NJSLS - Technology When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology 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.	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	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.	Unit 2 Connections Career Readiness Practices When possible, provide links to specific samples documents assignments etc. Refer to the NJ Career Readiness Practices

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.

	 SOC.6.1.12.4: Civil War and Reconstruction (1850- 1877) 	 SOC.6.1.12.3: Expansion and Reform (1801-1861) SOC.6.1.12.4: Civil War and Reconstruction (1850-1877) 	• SOC.6.1.12.3: Expansion and Reform (1801-1861)	Content Standards
Why did Southerners use political cartoons and misconceptions of	How did the pro-slavery movement use religion and propaganda to support and justify African American slavery?	Why were abolitionists representing a minority of Americans during the early 19th century? How did abolitionists use media and propaganda to sway public opinion?	How did the view and perception of Native Americans shape the concept of "Manifest Destiny" and American ideology? Why was religion used to perpetuate the belief that Christian Americans were ordained by God? How did reformers utilize imagery and literature to help push progressive reforms?	Critical Knowledge & Skills ("Unpacked" Standards)
Analyze the anti-slavery and pro- slavery movements, and why the majority of southerners were willing	Summarize the various factors and ideologies that will lead America into a Civil War.	Explain why the majority of Americans supported African American slavery during the early 19th century. Identify how abolitionists used various forms of media to help sway Americans in favor of emancipation.	Identify how cultural differences led Americans and Immigrants to disregard Native Americans rights and governmental treaties. Examine the differing views and how religion was used to help dictate policies towards the Native Americans. Explain why Americans felt the need for a Reform Movement and summarize why most Americans resisted the need for change and progress. Analyze how the early Reform Movement is very similar to the present-day progressive movement.	Critical Knowledge & Skills Content-Specific Practices ("Unpacked" Standards) (when applicable)
			 Define Key Terms Analyze Primary Resources Discuss Differing Perspectives Answer DBQs Create Presentations and PowerPoints Class Debates Analyze Various Forms of Media 	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.

Analyze why some immigrants were embraced, while others were persecuted and even criminalized.		
Examine America's History dealing with Immigrants, as well as summarize various policies.	immigrants and create an anti- immigrant hysteria?	
Identify the rise of Nativism in America and how it played a role in shaping policy.	Why did immigration lead to a Nativist movement in America that targeted specific groups? How did mass media demonize	 SOC.6.1.12.6: The Emergence of Modern America (1890-1930)
examine the emergence of various groups that were created solely based on racial issues.	Why did terrorist organizations emerge from the post-Civil War South?	
	How did the post-Civil War South use imagery, cartoons and propaganda to lead a resistance against enfranchising the newly freed African Americans?	 SOC.6.1.12.4: Civil War and Reconstruction (1850- 1877)
to fight to prolong the institution of slavery.	African Americans to encourage support for the institution of slavery?	

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	Analysis, Essays, Activities, Discussions, Presentations and DBQs, Quizzes, Tests and Activ		Unit 3 Assessment Plan
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English Language Learners (ELL) When possible, provide links to specific samples/documents/ assignments/etc. 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.
J. Suggested Modifications/Accommodations/Extension A. Special Education / 504 When possible provide links to specific samples/ tc.: a. Students may be provided with note organizers / a. 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.
MACITYILIES Gifted and Talented When possible, provide links to specific samples/ documents/ assignments/etc. 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)

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

When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards	Units Connections Career Readiness, Practices When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices
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.	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	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
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	English: Reading, and discussion of Supreme Court Cases, Formal written response asking to formulate opinions and interpret data
career. 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and	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

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.

Depression and World War II	• SOC.6.1.12.6: The Emergence of Modern America (1890-1930)_	• SOC.6.1.12.6: The Emergence of Modern America (1890-1930).	Content Standards
**************************************	What groups helped spurn the suffragette movement in America? How did the suffragettes utilize media to further their cause for voting rights and social freedom? Why did some groups outright oppose and even fight women's suffrage and independence? How did governments target and criminalize various groups in America by focusing on drug use within the groups?	How did the Jim Crow South lead to the emergence of thriving Black communities and culture? Why were African Americans demonized in the South and how did film and music create a negative stereotype of African Americans? How did White businesses exploit Black culture by creating brands that were derogatory towards African Americans?	Critical Knowledge & Skills ("Unpacked" Standards)
	Summarize the various groups that focused on fighting for women's suffrage. Examine the various groups and organizations that opposed suffrage and female equality, especially in the political arena. Analyze drug policies and identify how they specifically targeted certain immigrant and marginalized groups in America.	Identify the rise of Jim Crow South and the various ways that local and state governments attempted to disenfranchise the newly empowered African Americans. Examine how various forms of entertainment were used to create false representations of various groups, especially African Americans. Summarize how white Americans used Black culture to create profitable brands, as well as further racist stereotypes.	Critical Knowledge & Skills ("Unpacked" Standards) Content-Specific Practices (when applicable)
		 Define Key Terms Analyze Primary Resources Discuss Differing Perspectives Answer DBQs Create Presentations and PowerPoints Class Debates Analyze Various Forms of Media 	Standard Mastery Examples When possible, provide links to specific samples' documents' assignments/etc.

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appropriate for the viewer's purpose.	SOC 3.5.12.A.3 Identify and select media forms			SOC.6.1.12.9: Contemporary United States (1970-Today)		(1929-1945) SOC.6.1.12.8: Postwar United States (1945 to early
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?	How has music helped shape public opinion, as well as fight for social		How was the media used to degrade and undermine these various movements?	Why was TV, media and music pivotal in the success of the Feminist, Civil Rights and LGBT movement?		How did film, TV and media help feed a Communist scare in America?
pivotal role in influencing public opinion. Examine how early forms of TV pushed stereotypical views of various groups. Analyze the evolution of advertisements, as well as how they created and shaped public opinion, and intentionally misled and misinformed consumers. Summarize how present-day forms of media, social media and entertainment create and shape our opinions on various social and political issues.	Identify how music has helped push social change and has played a	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.	Rights movements in America. Identify how these groups were able to utilize various forms of media to gain support and further their causes.	Summarize the reasons behind the emergence of the Civil Rights, Women's Liberation and LGBT	Analyze the various forms of propaganda used to instill fear in Americans.	Summarize and examine how the Red Scare and fear of Communism lead to another anti-immigrant movement in America.
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English Language Learners (ELL) When possible, provide links to specific	Special Education / 504 When possible, provide links to specific samples/	Gifted and Talented When possible, provide links to specific samples/
samples/ documents/ assignments/etc. a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
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organizers/study guides to reinforce key topics.	b. Extended time on assessments when needed.	c. Provide Assessments at a Higher Level of Thinking
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d. Extended time on assessments when	and teacher.	
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	h. Repetition and practice	
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	j. Check Use of Agenda	

	peers and/or professionals.	commercial or professional audience and present it to	1.1.15 A.2 Produce and edit a multi-page digital document for a	Unite: NUSLS - Technology When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NU Technology-Standards
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.	CRP2. Apply appropriate academic and technical skills.	CRP1. Act as a responsible and contributing citizen and employee.		Unit 4 Connections Career Readiness Practices When possible, provide links to specific samples documents assignments/etc. Refer to the NJ Career Readiness Practices

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

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