

COURSE TITLE

Cultural History of America

LENGTH

Half Year
Grades 7-8

DEPARTMENT

Social Studies

SCHOOL

Union Middle School

DATE

Revision Date: 9/10/18
Initial BOE Approval Date (Born on): 3/21/2016

Cultural History of America

I. Introduction/Overview/Philosophy

This course will emphasize the human journey associated with being an American or becoming one. This course should attempt to answer that question, as well as other essential questions to find meaning in the American experience. The course will use a historical lens through broad humanistic movements such as literary, artistic, linguistic, and popular culture to interpret the cultural uniqueness of the United States. This curriculum is designed to meet the academic needs, the New Jersey Student Learning Standards, and the Holocaust, Genocide, Amistad and mandates.

II. Objectives

Course Outline:

1. Culture and Popular Culture

- Define culture
- Define American culture
- What is popular culture?
- What are its different forms?
- Different ways popular culture tells us about life in America
 - Television
 - Movies
 - Music
 - fashion
 - cartoons, etc.
- Students will examine their own experience with popular culture.
 - what that culture means to them
 - what it says about the country in which they live

2. American Pop Culture Through the Decades

- What cultural elements of a decade tell us about America at that time?
- Explain the themes of movies, music, television etc. in each decade
 - Students will research important historical events of each decade in the 20-21st centuries
 - Identifying cultural elements (movies, TV shows, comic books, music etc.) that were introduced in that time to see how they reflect the important events of the decade.

3. Transformation of the American Family

- The portrayal of the family in America
- Trace and analyze how each part of the American family unit has transformed throughout the 20th century.
 - study of a variety sitcoms from each decade
 - examples may include *Leave it to Beaver*, *Modern Family*, etc.

4. Comic Books and the American Hero

- Define what is the American hero
- Investigate how the idea of the American hero has changed over the course of the 20th century.
 - Captain America
 - Superman
 - Miles Morales (Spider-Man)

- Kamala Khan (Ms. Marvel)
 - Study how the hero has changed to represent what America became throughout the 20th and 21st centuries.
 - Analyze digital copies of various comic books from different eras to learn about how heroes have changed to represent the changing face of America.
 - Early white male heroes
 - 1960s-1970s teenagers, African Americans, and women became heroes
 - Describe how through the decades these characters have been portrayed in increasingly realistic ways.
 - Discover how different movements in American history have led to changes in the makings of the American hero.
 - Civil rights
 - Women's rights
 - Immigration, etc.
5. Race & Culture in America
- Investigate America's ongoing race issues portrayed through popular culture
 - examples may include; Jim Crow-era South and immigration
 - Compare and contrast how different groups are depicted by white America and within their own culture
 - Evaluate how different aspects of culture such as television, movies, comics, and music have become more diverse and improved the portrayal of different groups.
6. Popular Culture Goes to War
- Students look at how specific wars have been depicted in different forms of media.
 - World War II
 - Cold War
 - Vietnam
 - Gulf War
 - Iraq & Afghanistan
 - Examine the history of each conflict
 - Identify how these conflicts were portrayed through different cultural elements.
 - examples: Music, movies, cartoons, etc.
 - Trace how popular culture shifted from embraced patriotism in the mid-20th century to becoming increasingly more critical of America's wars.
7. Final Research Multimedia Project
- Students will complete a research project
 - Create a 15-20-minute documentary using iMovie or a similar program about one topic within American popular culture.
 - Combine one type of pop culture with one overarching theme.
 - Examples may include: "Music & Race in America," "Comic Books & the American Teenager"

Student Outcomes:

Students will continue to improve upon and develop the social studies skills learned in previous grades. These skills will be with them as they proceed through the Rutherford school system and will help them throughout their adult and career life. Students are expected to work to their best ability levels in the following skill areas as measured using student assessments.

Active Citizenship Skills

- Recognize the causes and effects of prejudice on individuals, groups, and society.

- Recognize the value of cultural diversity, as well as the potential for misunderstanding.
- Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
- Listen open-mindedly to views contrary to their own.
- Collaboratively develop and practice strategies for managing and resolving conflict.
- Demonstrate understanding of democratic values and processes.
- Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
- Challenge unfair viewpoints and behaviors by taking action.
- Make informed and reasoned decisions.
- Accept decisions that are made for the common good.

Critical Thinking Skills

- Identify main issues
- Evaluate information from various sources
- Recognize bias and emotional factors
- Distinguish between verifiable and unverifiable data
- Draw inferences
- Distinguish between fact and opinion
- Evaluate the strength of an argument
- Develop debating skills
- Draw conclusions
- Develop a creative thinking ability

Map Skills

- Orient a map
- Use a grid system to locate places
- Identify and interpret map symbols
- Locate physical and political features
- Understand scales and projections
- Compare various maps
- Use maps to understand and explain historical and current events

Picture, Chart, Graph, and Table Interpretation Skills

- Interpret pictures, apply information and draw conclusions
- Understand cartoons as a means to express views and interpret the view expressed
- Interpret the information given on graphs, charts, and tables, and draw inferences from the data
- Relate the information from pictures, charts, graphs and tables with that gained from other sources
- Understand and construct time lines

Chronology and Time Skills

- Understand the idea of historical time
- Use timelines
- Understand what makes historical periods different

New Jersey Student Learning Standards***CAREER READY PRACTICES******CRPI Act as a responsible and contributing citizen and employee.***

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are

conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand A. Technology Operations and Concepts

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools

8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results.

Strand B. Creativity and Innovation

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

Strand C. Communication and Collaboration

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

Strand D. Digital Citizenship

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

Strand E. Research and Information Fluency

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.

Strand F. Critical Thinking, Problem Solving, and Decision-Making

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Strand B. Technology and Society

8.2.8.B.4 Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.

21ST CENTURY LIFE AND CAREERS

Standard 9.2 Career Awareness, Exploration, And Preparation

Strand B. Career Preparation:

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.

NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)

6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

6.1.12.D.6.a Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.

6.1.12.D.7.b Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.

6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.D.12.b Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

6.1.12.D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.

6.1.12.D.12.e Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.

6.1.12.B.13.a Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.

6.1.12.C.13.d Relate American economic expansion after World War II to increased consumer demand.

6.1.12.D.13.c Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

6.1.12.D.13.d 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.

6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure.

New Jersey Student Learning Standards for English Language Arts Companion Standards in History/Social Studies, Science, and Technical Subjects

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

III. Proficiency Levels

This elective course is designed for seventh and eighth grade students. No prerequisites are required.

IV. Methods of Assessment

Student Assessment

- Homework
- Class discussion
- Oral presentations
- Technology-based projects
- Group projects and reports
- Alternate assessments
- Research papers and projects
- Tests and quizzes
- Class participation

Curriculum/Teacher Assessment

Throughout the academic year, the teacher and supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor will also request an annual meeting or written review from the teacher for suggestions or modifications.

V. Grouping

There is no prerequisite for this course.

VI. Articulation/Scope & Sequence/Time Frame

This is a one-semester elective open to 7-8 grade students without any prior requirements of prerequisites.

VII. Resources

Texts/Supplemental Reading/References

- Map resources, posters, atlases, and other materials to be used as needed relevant to the lessons.
- Supplemental reading materials
- Audio-visual materials (sit-coms, movie clips, documentaries)
- Digital comic book collections
- Musical selections
- New Jersey Amistad Commission Resources- NJ Department of Education
www.nj.gov/education/amistad
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education
www.nj.gov/education/holocaust/

VIII. Suggested Activities

- Analyzing primary sources
- Integrating career studies into social studies topics being studied.
- Supplementary Reading
- Skits
- Oral Presentations
- Class Discussion

- Technology projects; Video-Documentary, iMovie, digital cameras
- Research Projects and Presentations
- Digital presentations featuring music, films and other cultural elements

IX. Methodologies

To comply with state regulations and mandates, classes are heterogeneously grouped. Therefore, there can be a wide range of academic abilities, backgrounds, and challenged students, all of whom must have and deserve equal educational opportunities. To achieve this, teachers must employ a variety of instructional methods. The following are suggestions, not limits, as to what a teacher can do.

- Differentiated instruction
- Cooperative education
- All other types of group work
- Technology and other web-based programs
- Individualized assignments

X. Interdisciplinary Connections

Whenever a teacher can use resources of the school district, it should be done. Teachers will use interdisciplinary reading and writing assignments across the curriculum to enhance student learning whenever possible.

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Guided reading
- Mixed ability grouping
- Guided notes
- Group work
- Provided questions in advance
- Guided questions
- Varied levelled readings
- Scaffolding of assignments
- Provided additional resources, websites, etc.

Differentiation for Enrichment

- Varied work option
- Additional research opportunities
- Supplemental reading

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Introduction to Cultural History</p> <ul style="list-style-type: none"> Define Cultural History Major Events of Mid-to-Late 20th Century Key Events Since 1990 	<p>3 Weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Guided reading mixed ability grouping guided notes <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Varied work option: Recording the music for project rather than poster; create “album cover” for project 	<p>6.1.12.D.12.b 6.1.12.B.13.a 6.1.12.C.13.d 6.1.12.D.13.d 6.1.12.D.13.f RH.6-8.1-10 RH.6-8.1-10 CRP1,2,4,5,6, 7,8,9,10,11,12 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4 9.2.8.B.3</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Cultural History Class Discussion “How Do You Pop Culture?” Assignment We Didn’t Start the Fire Research <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> We Didn’t Start the Fire 2.0 project
<p>The American Family</p> <ul style="list-style-type: none"> Evolution of US Families since WW2 Major Cultural Changes of 20th Century 	<p>3 Weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Partner work guided notes provided questions for discussions in advance <p><i>For Enhancement:</i></p>	<p>6.1.12.D.12.b 6.1.12.B.13.a 6.1.12.C.13.d 6.1.12.D.13.d 6.1.12.D.13.f RH.6-8.1-10 CRP1,2,4,5,6,</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Transformation of the American Family Research Family Sitcom: Viewing notes TV and American Culture Class Discussion

		<ul style="list-style-type: none"> Additional research opportunities, allow filming of a scene for the project 	<p>7,8,9,10,11,12 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4 9.2.8.B.3</p>	<p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> Family Sitcom Pitch Project
<p>Comic Books and Social Issues</p> <ul style="list-style-type: none"> History of Comic Books Comics Code Social Issues in Comics 	3 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Guided questions for project varied level reading for articles <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Additional comics for project Supplemental reading 	<p>6.1.12.D.12.b 6.1.12.C.13.d 6.1.12.D.13.c 6.1.12.D.14.d 6.1.12.D.14.f RH.6-8.1-10 CRP1,2,4,5,6, 7,8,9,10,11,12 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4 9.2.8.B.3</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Comic History Documentary Notes Comic History Class Discussion Comic Article Assignment Comic Book Reading Notes <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> Comic Book Museum Project
<p>Music and War</p> <ul style="list-style-type: none"> History of Music and War US Conflicts of 20th Century Impact of Music on Understanding of War 	3 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Guided notes Scaffolding of assignments <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Additional options for conflicts; option to create a digital revue 	<p>6.1.12.D.7.b 6.1.12.D.12.d 6.1.12.D.12.e RH.6-8.1-10 CRP1,2,4,5,6, 7,8,9,10,11,12 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> America at War Research Notes Music Analysis Assignment <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> America at War Musical Revue Project

			8.1.8.E.1 8.1.8.F.1 8.2.8.B.4 9.2.8.B.3	
<p>Immigrants and American Culture</p> <ul style="list-style-type: none"> History of Immigration to USA Anti-Immigrant Attitudes Across Time Contributions of Immigrants to US Culture 	3 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Scaffolding of assignments Research Sites Specified for Project <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Supplemental readings; option to compare and contrast different groups' treatment 	6.1.8.D.4.a 6.1.12.D.14.f 6.1.12.D.6.a 6.1.12.A.8.c RH.6-8.1-10 CRP1,2,4,5,6,7,8,9,10,11,12 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4 9.2.8.B.3	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Immigration Web Quest Immigrant Experience Assignment <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> Immigrants and American Culture Research Project
<p>Cultures Interacting</p> <ul style="list-style-type: none"> How Other Nations View US Culture Impact of Other Cultures on US Culture 	3 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Guided questions levelled readings where necessary scaffolding for project <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Additional research into other movies 	6.2.12.D.6.a RH.6-8.1-10 CRP1,2,4,5,6,7,8,9,10,11,12 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4 9.2.8.B.3	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Star Wars and its Influences Joseph Campbell Class Discussion <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> American Culture Abroad Research Project