



Textbooks / Instructional Materials:	No textbook
Funding Source:	NA
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### Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

**EDUCATIONAL SERVICES**

**Course Title: 20<sup>th</sup> Century History and Film (#0168)**

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**10.7 Students analyze the rise of totalitarian governments after World War I.**

**10.8 Students analyze the causes and consequences of World War II.**

**10.9 Students analyze the international developments in the post-World World War II world.**

**10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).**

United States History Content Standards

**11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.**

**11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.**

**11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.**

**11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.**

**11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.**

**11.7 Students analyze America's participation in World War II.**

**11.8 Students analyze the economic boom and social transformation of post-World War II America.**

**11.9 Students analyze U.S. foreign policy since World War II.**

**11.10 Students analyze the development of federal civil rights and voting rights.**

**11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.**

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: History/Social Science

Course Title: 20<sup>th</sup> Century History and Film (#0168)

UNIT/STANDARD #: Unit 1: Creation and development of film through the Silent era.

LEARNING OUTCOME: Students will understand the reasons for the creation and development of the early film industry with an emphasis on the roles of industrialization and urbanization, and how film was established as a medium of the working classes.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students will be able to evaluate film based upon artistic standards. Students will also understand the creation and development of early film in the context of the industrial revolution (Gilded Age), large-scale urbanization, and the Progressive Movement.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>The unit will include direct instruction, group activities, and film evaluation both inside and outside of class, readings, and class discussions, written and oral presentations.</p> <p>See course outline for more details.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Formative: Participation in class discussions, completion of questions from homework readings, completion of film evaluation sheets both in class as well as outside of class.</p> <p>Summative: Quarter Project that will include both a written and presentation component.</p> <p>See course outline for more details.</p>	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <p>If students do not succeed the student will solicit help from the teacher. Teacher will confer with student, parent/guardian to discuss new strategies. Strategies include more one on one help in and outside of class, reduction of workload with an emphasis on certain key elements of the class, and practice with students favorite films.</p> <p>5. What will we do if students already know it?</p> <p>Students who have already mastered the standards will use their knowledge to assist students who have not mastered the standards. Students will also be encouraged to move ahead at individually appropriate paces including higher level thinking about the analysis of film and the era it was created, viewing and assessment of additional films outside of class.</p>

### **Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

**10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.**

**11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.**

**11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.**

**11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.**

**11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.**

**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: History/Social Science

Course Title: 20<sup>th</sup> Century History and Film (#0168)

UNIT/STANDARD #: Unit 2: The Golden Age of American Cinema in the face of the Great Depression.

LEARNING OUTCOME: Students will understand why the 1930s is considered the Golden Era of American Film with an emphasis on student's understanding of the impact of the Great Depression and resulting New Deal on American society.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students will be able to evaluate film based upon artistic standards. Students will learn why the 1930s is considered the Golden Age of Film. Students will use film to understand the criticisms of American society in the early 1930s and how film matched the efforts of the New Deal in the mid to late 1930s, students will also understand the film's role as escapist entertainment during the 1930s.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>The unit will include direct instruction, group activities, film evaluation both inside and outside of class, readings, class discussions, written and oral presentations.</p> <p>See course outline for more details.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Formative: Participation in class discussions, completion of questions from homework readings, completion of film evaluation sheets both in class as well as outside of class.</p> <p>Summative: Quarter Project that will include both a written and presentation component.</p> <p>See course outline for more details.</p>	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <p>If students do not succeed the student will solicit help from the teacher. Teacher will confer with student, parent/guardian to discuss new strategies. Strategies include more one on one help in and outside of class, reduction of workload with an emphasis on certain key elements of the class, and practice with students favorite films.</p> <p>5. What will we do if students already know it?</p> <p>Students who have already mastered the standards will use their knowledge to assist students who have not mastered the standards. Students will also be encouraged to move ahead at individually appropriate paces including higher level thinking about the analysis of film and the era it was created, viewing and assessment of additional films outside of class.</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

**10.7 Students analyze the rise of totalitarian governments after World War I.**

**11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.**

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: History/Social Science

Course Title: 20<sup>th</sup> Century History and Film (#0168)

UNIT/STANDARD #: Unit 3: Propaganda and Patriotism: American cinema during the Second World War.

LEARNING OUTCOME: Students will understand the role of film as propaganda and the techniques used to mobilize the masses into action.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students will be able to evaluate film based upon artistic standards. Students will learn about the United States transition from neutrality to war in the late 1930s and early 1940s through film. Students will evaluate the role of film as propaganda and patriotism during the Second World War.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>The unit will include direct instruction, group activities, film evaluation both inside and outside of class, readings, class discussions, written and oral presentations. See course outline for more details.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Formative: Participation in class discussions, completion of questions from homework readings, completion of film evaluation sheets both in class as well as outside of class.</p> <p>Summative: Quarter Project that will include both a written and presentation component. See course outline for more details.</p>	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <p>If students do not succeed the student will solicit help from the teacher. Teacher will confer with student, parent/guardian to discuss new strategies. Strategies include more one on one help in and outside of class, reduction of workload with an emphasis on certain key elements of the class, and practice with students favorite films.</p> <p>5. What will we do if students already know it?</p> <p>Students who have already mastered the standards will use their knowledge to assist students who have not mastered the standards. Students will also be encouraged to move ahead at individually appropriate paces including higher level thinking about the analysis of film and the era it was created, viewing and assessment of additional films outside of class.</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

**10.8 Students analyze the causes and consequences of World War II.**

**11.7 Students analyze America's participation in World War II.**

# EDUCATIONAL SERVICES

Department: History/Social Science

Course Title: 20<sup>th</sup> Century History and Film (#0168)

UNIT/STANDARD #: Unit 4: Post War Film of the 1950s.

LEARNING OUTCOME: Students will understand how post-war issues effected American society and the film industry.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students will be able to evaluate film based upon artistic standards. Students will learn about the transition from the Second World War to the Cold War, a return to conservative ideology and the beginnings of the Civil Rights movement through film. Students will evaluate films criticism of American culture during the 1950s.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>The unit will include direct instruction, group activities, film evaluation both inside and outside of class, readings, class discussions, written and oral presentations. See course outline for more details.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Formative: Participation in class discussions, completion of questions from homework readings, completion of film evaluation sheets both in class as well as outside of class.</p> <p>Summative: Quarter Project that will include both a written and presentation component.</p> <p>See course outline for more details.</p>	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <p>If students do not succeed the student will solicit help from the teacher. Teacher will confer with student, parent/guardian to discuss new strategies. Strategies include more one on one help in and outside of class, reduction of workload with an emphasis on certain key elements of the class, and practice with students favorite films.</p> <p>5. What will we do if students already know it?</p> <p>Students who have already mastered the standards will use their knowledge to assist students who have not mastered the standards. Students will also be encouraged to move ahead at individually appropriate paces including higher level thinking about the analysis of film and the era it was created, viewing and assessment of additional films outside of class.</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

**10.9 Students analyze the international developments in the post-World World War II world.**

**11.8 Students analyze the economic boom and social transformation of post-World War II America.**

**11.9 Students analyze U.S. foreign policy since World War II.**

# EDUCATIONAL SERVICES

Department: History/Social Science

Course Title: 20<sup>th</sup> Century History and Film (#0168)

UNIT/STANDARD #: Unit 5: Films of the cultural revolution of the 1960s.

LEARNING OUTCOME: Students will understand the major issues of the 1960s and their effect on society and the film industry.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students will be able to evaluate film based upon artistic standards. Students will learn about the major movements of the 1960s including the Civil Rights Movement, Women's Movement, Anti-War Movement, and Counterculture movement through film. Students will evaluate films criticisms of American society during the 1960s.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>The unit will include direct instruction, group activities, film evaluation both inside and outside of class, readings, class discussions, written and oral presentations. See course outline for more details.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Formative: Participation in class discussions, completion of questions from homework readings, completion of film evaluation sheets both in class as well as outside of class.</p> <p>Summative: Quarter Project that will include both a written and presentation component.</p> <p>See course outline for more details.</p>	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <p>If students do not succeed the student will solicit help from the teacher. Teacher will confer with student, parent/guardian to discuss new strategies. Strategies include more one on one help in and outside of class, reduction of workload with an emphasis on certain key elements of the class, and practice with students favorite films.</p> <p>5. What will we do if students already know it?</p> <p>Students who have already mastered the standards will use their knowledge to assist students who have not mastered the standards. Students will also be encouraged to move ahead at individually appropriate paces including higher level thinking about the analysis of film and the era it was created, viewing and assessment of additional films outside of class.</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

**10.9 Students analyze the international developments in the post-World World War II world.**

**10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).**

**11.10 Students analyze the development of federal civil rights and voting rights.**

# EDUCATIONAL SERVICES

Department: History/Social Science

Course Title: 20<sup>th</sup> Century History and Film (#0168)

UNIT/STANDARD #: Unit 6: The second Golden Age of American films in the 1970s.

LEARNING OUTCOME: Student's will understand why the 1970s are referred to as the second Golden Age of films, and how films reflected the larger cultural trend of moderation during the decade.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students will be able to evaluate film based upon artistic standards. Students will learn why the 1970s is considered the second Golden Age of American cinema. Students will learn about the move towards moderation in the 1970s, and the growing credibility gap through film. Students will evaluate film's criticism of American society in the 1970s.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>The unit will include direct instruction, group activities, film evaluation both inside and outside of class, readings, class discussions, written and oral presentations. See course outline for more details.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Formative: Participation in class discussions, completion of questions from homework readings, completion of film evaluation sheets both in class as well as outside of class.</p> <p>Summative: Quarter Project that will include both a written and presentation component.</p> <p>See course outline for more details.</p>	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <p>If students do not succeed the student will solicit help from the teacher. Teacher will confer with student, parent/guardian to discuss new strategies. Strategies include more one on one help in and outside of class, reduction of workload with an emphasis on certain key elements of the class, and practice with students favorite films.</p> <p>5. What will we do if students already know it?</p> <p>Students who have already mastered the standards will use their knowledge to assist students who have not mastered the standards. Students will also be encouraged to move ahead at individually appropriate paces including higher level thinking about the analysis of film and the era it was created, viewing and assessment of additional films outside of class.</p>

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**10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).**

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UNIT/STANDARD #: Unit 7: The Modern Movie.

LEARNING OUTCOME: Students will understand the evolution of films since the 1980's, and how films of this modern era reflect the major issues of their world with an emphasis on the role of technology in society.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students will be able to evaluate film based upon artistic standards. Students will learn about modern society from the 1980s to today and understand how film has reflected the end of the Cold War, fears of technology, the emergence of terrorism and other societal issues through film. Students will evaluate films criticism of modern society.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>The unit will include direct instruction, group activities, film evaluation both inside and outside of class, readings, class discussions, written and oral presentations. See course outline for more details.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Formative: Participation in class discussions, completion of questions from homework readings, completion of film evaluation sheets both in class as well as outside of class.</p> <p>Summative: Quarter Project that will include both a written and presentation component. See course outline for more details.</p>	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <p>If students do not succeed the student will solicit help from the teacher. Teacher will confer with student, parent/guardian to discuss new strategies. Strategies include more one on one help in and outside of class, reduction of workload with an emphasis on certain key elements of the class, and practice with students favorite films.</p> <p>5. What will we do if students already know it?</p> <p>Students who have already mastered the standards will use their knowledge to assist students who have not mastered the standards. Students will also be encouraged to move ahead at individually appropriate paces including higher level thinking about the analysis of film and the era it was created, viewing and assessment of additional films outside of class.</p>

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