

RUTHERFORD PUBLIC SCHOOLS
ENGLISH LANGUAGE ARTS
GRADES 7 AND 8
POP CULTURE IN LITERATURE AND THE MEDIA
CURRICULUM
2016

Approved by the Rutherford Board of Education
March 21, 2016

Revision to Remove CCSS and Replace with NJSL - Approved by the RBOE: November 14, 2016

INTRODUCTION

In this course, students will take an in-depth look at our society's popular culture, as it is documented through classic and contemporary film, literature, music, art, television, and advertising. Students will enhance and develop critical visual learning skills as they consider what Americans read, watch, and listen to, and analyze these popular mediums as reflections of our society's values and ideals. This will enable young adults to be more aware of how the media can act as both a window and a mirror to our ever-changing culture. Understanding how our culture is shaped will better equip them to navigate the technological and societal changes in the 21st Century.

NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLS may be viewed here: <http://www.state.nj.us/education/cccs/2016/ela/>

COURSE OUTLINE

- 1950s
 - Film option: *The War of the Worlds, Creature from the Black Lagoon, Rear Window, Vertigo, The Story of Robin Hood and His Merrie Men*
 - Television option: *Father Knows Best, The Honeymooners, I Love Lucy*
 - Literature option: *Charlotte's Web, The Lion the Witch and the Wardrobe, The Old Man and the Sea, Old Yeller*
- 1960s
 - Film option: *Cleopatra, The Good, the Bad, and the Ugly, Planet of the Apes, Mysterious Island*
 - Television option: *The Addams Family, The Brady Bunch, Gidget, Get Smart*
 - Literature Option: *Where the Wild things Are, The Giving Tree, Charlie and the Chocolate Factory, James and the Giant Peach, The Cricket in Times Square, The House of Dies Drear*
- 1970s
 - Film option: *James Bond films, The Poseidon Adventure, The Towering Inferno, Rollercoaster, The Godfather, Rocky, Star Wars, Jaws*
 - Television option: *The Facts of Life, Mork & Mindy, Happy Days, Saturday Night Live*
 - Literature Option: *Tale of a Fourth Grade Nothing, In the Night Kitchen, Ben's Trumpet, The Chocolate War*
- 1980s
 - Film option: *E. T., Raiders of the Lost Ark, Ghostbusters, Back to the Future, Indiana Jones films, Batman, The Little Mermaid*
 - Television option: *ALF, The Love Boat, Full House, The Wonder Years,*
 - Literature Option: *Fallen Angels, The Hero and the Crown, Howl's Moving Castle*
- 1990s
 - Film option: *Forrest Gump, Jurassic Park, Twister, Titanic, Terminator, Toy Story*
 - Television option: *Seinfeld, Simpsons, Saved by the Bell, the X-Files, Friends, Boy Meets World*
 - Literature Options: *The Giver, Perks of Being a Wallflower, Speak, Someone Like You*

- 2000s
 - Film option: *Lord of the Rings*, *Castaway*, *March of the Penguins*, *Finding Nemo*, *Avatar*, *Harry Potter* films, *Up*
 - Television option: reality shows (i.e., *Survivor*, *Big Brother*...); *Gilmore Girls*,
 - Literature Option: *The Absolutely True Diary of a Part-Time Indian*, *Looking for Alaska*, *The Book Thief*, *The Hunger Games*
- 2010s
 - Film option: *Alice in Wonderland*, *Despicable Me*, *The Hunger Games*

METHODS OF ASSESSMENT

Student Assessment

- A variety of assessments will be provided including, but not limited to, the following items:
 - Teacher critique
 - Peer critique
 - Self critique
 - Rubric-based discussion
 - Portfolios
 - Close-reading/Analysis of professional work
- Teacher/Curriculum Assessment will be conducted according to the following statement:
 - The subject teacher(s) and the English Language Arts supervisor will be in contact throughout the academic year concerning curriculum assessment. The teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting the course objectives and how they align to state standards.

GROUPING

This class is heterogeneously grouped for 7th and 8th grade students.

ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

This is a semester-long course.

RESOURCES

- References
 - Teachers may contact the English Language Arts department office and the school and local libraries for additional resources. Nearby colleges and other organizations may also be excellent resources.
- Technology
 - Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.8.A.1) (8.1.8.A.2) (8.1.8.A.3) (8.1.8.A.4) (8.1.8.A.5) (8.1.8.B.1) (8.1.8.D.1) (8.1.8.D.2) (8.1.8.D.3) (8.1.8.E.1)
 - Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.
- Supplies/Materials
 - Students must have abundant access to the Internet, books, poetry, newspapers, magazines, and essays.

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 8, students will be able to:

9.2.8.B.1 – Research careers and determine attributes of career success.

9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an education plan.

9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 – analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.6 – Demonstrate understanding of the necessary preparation of legal requirements to enter the workforce.

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

SUGGESTED ACTIVITIES

- Keep a Reader/Viewer Reaction Journal
- Create a Research Paper in MLA format on a film genre, a screenwriter, or a director
- Analyze a specific film genre and chart its highs and lows over the decades.
- Analyze specific films using a consistent form. Example:

Cinema Film Review Sheet

Part I: Using IMDB.com or notes from class, list the following at the top of EVERY review that you write.

1. Title of Film
2. Lead Actors
3. Director
4. Film Company
5. Rating and Rationale (If applicable)
6. Year of Release

Part II: Generic Film Questions - Answer the following questions using specific details from the film. Your responses must be concise, yet complete.

1. How is the setting established in the film?
2. How are the main characters introduced in the film?
3. How is the conflict introduced?
4. What technology do the filmmakers use? Where? How?
5. Describe a scene that worked well.
6. Describe a scene that could be improved. Describe how.
7. What is the climax? How do the filmmakers lead up to it?
8. What's the message/theme of the film?
9. Would you recommend this film to future Film and Lit classes? Why/why not? Be fair.
10. Would you recommend this film to friends? Why/why not? Be fair.

Part III: Specific Film Questions - After viewing the film, please answer the following questions.

1. Each film will have 3-5 specific questions.

INTERDISCIPLINARY CURRICULUM COORDINATION

Digital Media Studies has virtually unlimited possibilities for interdisciplinary connections by following the 24/7 news cycle of the American media.

DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

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.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

PROFESSIONAL DEVELOPMENT

Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

September/February	October/March	November/April	December/May	January/June
<p>What is Pop Culture?</p> <p>1950's</p> <p>1960's</p> <p><i>Students will also be working on a pop culture journal in which they analyze one piece of media per day.</i></p>	<p>What are the influences of Pop Culture?</p> <p>1970's</p> <p>1980's</p> <p><i>Students will also be working on a pop culture journal in which they analyze one piece of media per day.</i></p>	<p>Have the components of Pop Culture changed?</p> <p>1990's</p> <p><i>Students will also be working on a pop culture journal in which they analyze one piece of media per day.</i></p>	<p>Who determines if something is part of our Pop Culture?</p> <p>2000's</p> <p><i>Students will also be working on a pop culture journal in which they analyze one piece of media per day.</i></p>	<p>Does Pop Culture act as a mirror or a window to our society?</p> <p>2010's (Present Day)</p> <p><i>Students will also be working on a pop culture journal in which they analyze one piece of media per day.</i></p>