

# Vicksburg Community Schools Proposal Form with Guidance

Please review VCS General Guidelines for Program Review and Proposal Development prior to completion of this form. Send completed Proposal Form and supporting documents to the Curriculum office by March 1<sup>st</sup>.

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Title of Proposal: History Through Film      Proposal Author(s): Daryl Zartman / Kyle Roberts / Matt Brussee

Department and Curriculum Area: VHS & VMS Social Studies      Building: VHS & VMS

Committee Members: Adam Brush, Allison Dygert, Kyle Roberts, Daryl Zartman, Matt Brussee

❖ This proposal is for: (put an X next to all that apply)

- Textbook and other teaching resources (requires planned pilot process as part of the proposal request)
  - New courses or course revisions
  - Full program or curriculum area reviews
  - Program or curriculum area modifications
  - Supplemental Instructional/Intervention Resource
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Dates of Anticipated Review and Action:    DCILT: 2.18.25      BOE: 3.10.25

Principal's Signature(s): Adam Brush 2/5/25

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(To be completed by Director of Curriculum and Instruction upon receipt of proposal.)

Date Received: 2/5/25

Comments on proposal: *See comments in document. All resolved.*

## RESPONSE:

- Need more information: \_\_\_\_\_
- Proceed as outlined in the proposal

Gail VanDoff

Director of Curriculum and Instruction

2/20/25

Date

[Signature]

Director of Technology

2/20/25

Date

I. **Proposal Background & Overview** – Write a narrative that includes *all* of the following:

- Relevant background/history.
- Problem or other basis for the proposal (i.e. student needs, etc.).
- Reasons for making the change.
- Targeted Continuous Improvement Goals

*Vicksburg High School currently offers US History and World History courses to high school freshman and sophomores. Vicksburg Middle School currently offers social studies classes in all years of middle school focusing on a variety of historical concepts. The intent of this course is to further develop students' understanding of historical events following the completion of the typical US History and World History classes through a varied perspective than your typical history class. The classes in VHS and VMS will be vertically aligned with one another to further the benefits for student understanding.*

*This proposed new high school course gives students an opportunity to earn an elective credit in a social studies class, which is currently only offered through Psychology.*

*Additionally, this course will enhance the alignment of the social studies department by allowing additional content following the completion of the core US History and World History classes. This course will address the following concerns/issues:*

- *Difficulty Understanding Complex Historical Events*
  - *Films can provide a visual and emotional context that helps students understand the complexities of historical events.*
- *Limited Knowledge of Diverse Perspectives*
  - *Films can introduce students to different perspectives and voices that might be underrepresented in traditional history textbooks.*
- *Challenges with Critical Thinking*
  - *Analyzing films can help students develop critical thinking skills, such as identifying bias, evaluating evidence, and forming their own interpretations.*
- *Writing and Communication Skills*
  - *Film analysis can provide students with opportunities to practice their writing and communication skills through essays, discussions, and presentations.*
- *Lack of Engagement with History after US/World History Classes*
  - *Films can bring history to life, making it more engaging and relatable for students who might struggle with traditional textbooks and lectures.*

*By addressing these problems and concerns, a History through Film class can create a more engaging, inclusive, and effective learning environment for students to build off of the knowledge learned in US History and World History classes.*

**Continuous Improvement Goal**

*Strategy 2.3: Building and district teams will ensure implementation of instructional practices, interventions and supports that are organized along a continuum to meet the academic needs of each and every learner and are aligned to the district curriculum. [MTSS Academic]*

**History Through Film Course Description**

*This course explores the intersection of history and film, analyzing how films shape and reflect our understanding of the past. Students will engage with films that depict historical events, figures, movements, and time periods, examining both artistic and historical elements. Through discussions, assignments, projects, and assessments, students will learn how to analyze historical films, evaluate their accuracy, understand their impact, and further their understanding of history as a whole.*

**Prerequisite (High School):** *Completion of US History (or AP US History) AND World History (or AP World History).*

II. **Complete Description of Proposed Change(s)** – Write a narrative that includes *all* of the following:

- List all major changes, components and/or strategies of the proposal.
- Give rationale for each change (base the rationale on research or best practice information).
- Include new course/textbook title, course/textbook replaced, credit, and prerequisite(s).
- Attach the current standards, course outline, and/or general syllabus.

**HIGH SCHOOL:** *Addition of History Through Film elective class as an option for juniors and seniors in high school who have completed US History (or AP US History) and World History (or AP World History). This elective course would require students and guardians to sign a waiver/permission slip to approve the viewing of full and clips of rated R films and videos.*

**MIDDLE SCHOOL:** *Addition of History Through Film elective class as an option for eighth grade students at VMS.*

*The intent of this course is to further develop students' understanding of historical events following the completion of the typical US History and World History classes through a varied perspective than your typical history class. By the end of the course, students will:*

- *Gain an understanding of how films represent and interpret historical events.*
- *Develop critical skills to assess the accuracy of historical films.*
- *Understand the relationship between film, memory, and historical narratives.*
- *Critically evaluate films as historical sources.*
- *Develop a deeper understanding of specific historical events through cinematic representation.*
- *Explore how different genres and filmmaking techniques influence the portrayal of history.*
- *Analyze the social, cultural, and political contexts in which historical films are made.*

*No textbook - course will be guided through supplemental materials, primary source documents, and viewing of historical films.*

*Credit: Social Studies Elective Credit (History Through Film)*

*Prerequisite: US History (or AP US History) and World History (or AP World History) for high school.*

**Proposed Topics/Syllabus - HIGH SCHOOL COURSE**

Unit	Unit Title	Unit Overview	Topics	Potential Films
1	<i>Introduction to History through Film</i>	<i>This unit introduces students to the concept of historical films and the challenges in portraying the past. It will explore the differences between historical facts and cinematic representation.</i>	<ul style="list-style-type: none"> <li>- History as a narrative.</li> <li>- The role of memory, myth, and cultural values in film.</li> <li>- Fact vs. Fiction</li> <li>- Historical accuracies vs inaccuracies in film</li> </ul>	<ul style="list-style-type: none"> <li>- Gangs of New York</li> <li>- Unbroken</li> <li>- Cool Runnings</li> <li>- National Treasure 1/2</li> </ul>
2	<i>World War I</i>	<i>This unit examines the depiction of war and conflict in film during World War I, focusing on the war, domestic impact, and impact of the war on societies as a whole.</i>	<ul style="list-style-type: none"> <li>- World War I (domestic impact, economic expansion, causes, US entry, Treaty of Versailles, League of Nations, Great Depression)</li> </ul>	<ul style="list-style-type: none"> <li>- 1917</li> <li>- All Quiet on the Western Front</li> <li>- They Shall Not Grow Old</li> <li>- War Horse</li> <li>- Gallipoli</li> <li>- Lawrence of Arabia</li> </ul>
3	<i>World War II</i>	<i>This unit examines the depiction of war and conflict in film during World War II, focusing on the war, domestic impact, and impact of the war on societies as a whole.</i>	<ul style="list-style-type: none"> <li>- World War II (causes, events/battles, domestic impact, role of women, African Americans, and minority groups, response to genocide)</li> </ul>	<ul style="list-style-type: none"> <li>- Tora! Tora! Tora!</li> <li>- Midway</li> <li>- Dunkirk</li> <li>- Hacksaw Ridge</li> <li>- Greyhound</li> <li>- U-571</li> <li>- Saving Private Ryan</li> <li>- Monument Men</li> <li>- Fury</li> <li>- Flags Of Our Fathers</li> <li>- Letters From Iwo Jima</li> <li>- Band of Brothers</li> <li>- The Pianist</li> </ul>
4	<i>Cold War</i>	<i>This unit examines how the Cold War and its geopolitical conflicts have been represented in film, including both the East-West divide and the cultural implications of the arms &amp; space race.</i>	<ul style="list-style-type: none"> <li>- Cold War (origins, diplomatic and political actions, foreign policy, arms race, space race, national security)</li> </ul>	<ul style="list-style-type: none"> <li>- Bridge of Spies</li> <li>- Apollo 13</li> <li>- The Right Stuff</li> <li>- Miracle</li> <li>- Argo</li> <li>- Tinker Tailor Soldier Spy</li> <li>- 13 Days</li> </ul>
5	<i>Civil Rights &amp; Social Movements</i>	<i>This unit explores films that depict the struggles for civil rights, social justice, and equality, focusing on key movements in the 20th century and the portrayal of racial, gender, and class struggles in cinema/history. .</i>	<ul style="list-style-type: none"> <li>- Civil Rights (impact of WWII/Cold War, Supreme Court and government actions, Civil Rights Act of 1964, protests, movements, organizations, ideas)</li> <li>- Women's Rights (causes, course of action, reactions, movement)</li> </ul>	<ul style="list-style-type: none"> <li>- Mississippi Burning</li> <li>- Ghosts of Mississippi</li> <li>- Hidden Figures</li> <li>- Till</li> <li>- Selma</li> <li>- The Green Book</li> <li>- 42</li> <li>- Remember the Titans</li> </ul>
6	<i>Modern Wars &amp; Events</i>	<i>This unit examines how films tackle historical events and wars such as the Vietnam War, War of Terror, rise of globalization, and more. This unit will also examine the increased tendency of modern films to blur the lines between fact and fiction.</i>	<ul style="list-style-type: none"> <li>- Vietnam War</li> <li>- Globalization</li> <li>- War of Terror</li> <li>- Historical Fact vs Fiction in Modern films</li> </ul>	<ul style="list-style-type: none"> <li>- Platoon</li> <li>- We Were Soldiers</li> <li>- Good Morning, Vietnam</li> <li>- Black Hawk Down</li> <li>- American Sniper</li> <li>- Zero Dark Thirty</li> <li>- The Hurt Locker</li> <li>- Patriots Day</li> </ul>
7	<i>Ethics in History</i>	<i>This unit focuses on various ethical dilemmas and questions throughout history and their representation in films, including moral accuracy, bias, responsibility, and moral dilemmas.</i>	<ul style="list-style-type: none"> <li>- America from the Civil War to World War I</li> <li>- 1920s</li> <li>- Genocide</li> <li>- Rights/Wrongs</li> <li>- Moral Dilemmas</li> </ul>	<ul style="list-style-type: none"> <li>- Iron Jawed Angels</li> <li>- The Rough Riders</li> <li>- The Untouchables</li> <li>- Public Enemies</li> <li>- Road to Perdition</li> <li>- Hotel Rwanda</li> <li>- The Killing Fields</li> <li>- The Boy in the Striped Pajamas</li> <li>- Schindler's List</li> </ul>

8	<i>Historical Figures</i>	<i>This unit focuses on a variety of historical individuals and groups from throughout history and the truths, myths, and interpretation of those figures.</i>	- <i>Historical Figures &amp; Groups</i>	- <i>JFK</i> - <i>Windtalkers</i> - <i>Oppenheimer</i> - <i>A League of Their Own</i> - <i>Richard Jewell</i> - <i>Tuskee Airmen</i> - <i>Red Tails</i> - <i>Darkest Hour</i> - <i>Patton</i>
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**Proposed Topics/Syllabus - MIDDLE SCHOOL COURSE**

<b>Unit</b>	<b>Unit Title</b>	<b>Unit Overview</b>	<b>Topics</b>	<b>Potential Films</b>
1 (1st MP)	<i>Introduction to History Through Film</i>	<i>This unit introduces students to the concept of historical films and the challenges in portraying the past. It will explore the differences between historical facts and cinematic representation.</i>	- <i>History as a narrative.</i> - <i>The role of memory, myth, and cultural values in film.</i> - <i>Fact vs. Fiction</i> - <i>Historical accuracies vs inaccuracies in film</i>	- <i>Night at the Museum</i>
2 (1st MP)	<i>Rise and Fall of Empires</i>	<i>This unit will explore the captivating rise and fall of empires throughout history, from the ancient world to the eve of the modern era. Students will delve into the factors that contribute to the growth, flourishing, and eventual decline of powerful civilizations.</i>	- <i>The rise and decline of various historical empires, including (but not limited to) the Roman Empire, Mongol Empire, Persian Empire, etc.</i> - <i>Factors contributing to empire building</i> - <i>Lasting legacy of empires</i>	- <i>Gladiator</i> - <i>Mulan</i> - <i>Last Samurai</i> - <i>Star Wars: A New Hope</i> - <i>The Eagle</i> - <i>Ben Hur</i> - <i>Spartacus</i>
3 (1st MP)	<i>Mythology</i>	<i>This unit will explore the fascinating world of mythology, delving into the captivating stories and beliefs of ancient civilizations.</i>	- <i>What is Mythology?</i> - <i>Greek, Roman, Norse, Egyptian mythology</i> - <i>Mythology and modern culture/films</i>	- <i>Troy</i> - <i>Clash of the Titans</i> - <i>The Mummy</i> - <i>Hercules</i> - <i>Gods of Egypt</i>
3 (2nd MP)	<i>Revolutionary and Civil Wars</i>	<i>This unit will cover the time period and events that led to the beginning of both the revolutionary and civil wars, the wars themselves, and the lasting impacts of both wars on America and its people.</i>	- <i>Road to the Revolution</i> - <i>Key battles, historical figures, ideals, and events of the Revolutionary War</i> - <i>Road to the Civil War</i> - <i>Key battles, historical figures, ideals, and events of the Civil War.</i>	- <i>Patriot</i> - <i>-Hamilton</i> - <i>Lincoln</i> - <i>Glory</i> - <i>Napoleon</i> - <i>Pocahontas</i> - <i>Amistad</i>
4 (2nd MP)	<i>Reconstruction to Industrial Revolution</i>	<i>This unit will begin with the transformative period of Reconstruction and continue through the Industrial Revolution while looking at the challenges and impacts of a new social and world order.</i>	- <i>Reconstruction and its aftermath</i> - <i>Rise of Industrialization and Technology</i> - <i>Social and Economic Changes</i> - <i>The Gilded Age</i>	- <i>Iron Giant</i> - <i>Oliver Twist</i> - <i>The Alamo</i>

<b>Grade</b>	<b>New Textbook Title/Instructional Resource</b>	<b>Previous Textbook/Instructional Resource To Be Replaced</b>
11-12	N/A	N/A
MS	N/A	N/A

III. **Implementation Plan** – include *all* of the following:

- Give a full explanation of the implementation timeline, action items, and responsibilities for implementing.
- Itemize, in detail, all proposal costs. Include 1<sup>st</sup> year costs and a budget to maintain the proposal after implementation. Include resources needed to support change. (texts, soft/hardware, web-based license, consumables, training, substitute cost for training, equipment, personnel). *\*Include attachment if needed.*

a. Implementation strategies

<b>Timeline</b>	<b>Action</b>	<b>Person(s) Responsible</b>
Nov. 2024	Write Curriculum Proposal	Daryl Zartman / Kyle Roberts / Matt Brussee
Nov. 2024	Submit course description in Red Book (for scheduling).	Daryl Zartman / Kyle Roberts / Matt Brussee
Dec. 2024	Submit Curriculum Proposal and Materials Request for new course	Daryl Zartman / Kyle Roberts / Matt Brussee
Feb 2025	Proposal to DCILT	Daryl Zartman / Kyle Roberts / Adam Brush / Matt Brussee
Mar 2025	Proposal to Board of Education	Daryl Zartman / Kyle Roberts / Adam Brush / Matt Brussee
May 2025	Vertical Alignment PD Session with MS / Course Development Work Day	Daryl Zartman / Kyle Roberts / Matt Brussee
July-August 2025	Summer Course Development Work Day	Daryl Zartman / Kyle Roberts / Matt Brussee
Fall 2025	Semester long course begins/Start utilizing new films and resources	Daryl Zartman / Matt Brussee
Winter 2025-26	Evaluations, Curriculum Map and Course Revisions Work Day - Year 1	Daryl Zartman / Matt Brussee
Fall/Winter 2026	Evaluations, Curriculum Map and Course Revisions Work Day - Year 2	Daryl Zartman / Matt Brussee

b. Proposal Costs

Description	Number Needed/ Cost per Unit	Total Cost	Funding Source
Materials <i>(add rows if needed)</i>			
Film Purchases (DVD) - One Time Cost	40 / about \$10	\$400	District General Fund
DVD to HDMI Player - One Time Cost	2 / \$80	\$160	District General Fund
Supplemental Materials - One Time Cost - may include various materials such as primary source documents, graphic organizers, maps, data sets. etc.	\$100 total for	\$100	District General Fund
Supplemental Materials - ClearPlay	\$79.99 annual subscription (for MS)	\$79.99 annually	District General Fund
Cost for Course Development Work Day	2 substitute teachers (148.25 each)	\$296.50	Building Funds
Cost for 2 teacher Summer Work Day	1 day (2 teachers) - \$153.00 each	\$306.00	District General Fund
Cost for Evaluations, Curriculum Map and Course Revision Work Days Year 1	2 substitute teachers (148.25 each)	\$296.50	Building Funds
Cost for Evaluations, Curriculum Map and Course Revision Work Days Year 2	2 substitute teachers (148.25 each)	\$296.50	Building Funds
<b>TOTAL</b>	\$79.99 recurring annually	<b>\$1936</b> \$1,046 \$890	District General Fund Building Funds

**IV. Anticipated/Expected Impact** – include *all* of the following:

- List the anticipated proposal outcomes. Describe how the proposal will impact students, staff, and the instructional program. Include expected gains in student success. Include how this proposal articulates with other courses/levels in this subject area & across the curriculum.

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| <ul style="list-style-type: none"> <li>● Improved understanding in US/World History</li> <li>● Expand knowledge of diverse perspectives</li> <li>● Increased writing and communication skills</li> <li>● Improved critical thinking skills</li> </ul> |
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**V. Proposal Evaluation Plan and Student Achievement** – include *all* of the following:

- Explain how this proposal will be evaluated, the timeline used, what data is to be collected (survey results, national, state, district, or classroom assessments), and how the evaluation will be reported.

How Proposal Will Be Evaluated (who, process)	Timeline	Data to Be Collected	How Evaluation Will Be Shared/Reported
Analysis of Summative Assessments (classroom) - Daryl Zartman and Kyle Roberts / Matt Brussee	After each unit/semester	Unit Tests/Projects, Quizzes, and Final Exam	Shared with SS Team and admin
Collect and discuss classroom formative assessments - Daryl Zartman and Kyle Roberts / Matt Brussee	After each unit	Informal student self assessments and other formative assessments	Shared with SS Team and admin

**VI. PLC Foundation** – Write a narrative that includes responses to *all* of the following questions:

- Is the implementation of this plan consistent with our purpose as a district?
- Will implementing this proposed plan help us become the school/district we envision?
- Are the people responsible for implementing this plan prepared to commit to doing it fully and well?
- Will implementing this plan enable us to achieve our goals as a school district?

*The implementation of History Through Film is fully consistent with our district's purpose and educational vision. By embracing this proposed plan, we are taking a significant step towards becoming the school/district we envision. The emphasis on increased rigor, improved student understanding, heightened engagement, and enhanced critical thinking aligns perfectly with our goal of providing a rigorous and comprehensive education for our students.*

*The individuals responsible for implementing this plan are not only prepared but also committed to doing it fully and well. The proposal includes professional development opportunities for staff, ensuring that they are equipped to effectively implement the curriculum and utilize innovative teaching methods. This commitment to preparation and support is crucial for the successful implementation of the plan and demonstrates our dedication to providing the best possible education for our students.*

*Implementing this plan will enable us to achieve our goals as a school district by fostering a deeper understanding of historical concepts, leading to improved academic performance, heightened confidence, and better retention of knowledge among our students. Additionally, the integration of real-world applications within the curriculum promotes interdisciplinary connections across the curriculum, aligning with our goal of providing a well-rounded education that prepares students for success in various fields. This holistic approach to education supports our district's mission of preparing students to be college and career-ready by providing them with the skills and knowledge they need to succeed.*

**Prior to submitting this form, review your proposal using the checklist outlined under each section to ensure required information has been provided. Incomplete proposals will be returned.**