

Pilot Course Proposal

Submitted by: Breann Vanden Bos

Building: Hazen

Proposed Course Title: *Superheroes and Power*

Grade Level: 9th-12th

Department: Social Studies

PLEASE ATTACH THE FOLLOWING:

Description of course content and how this course will meet current needs not being met by other courses.

- Specifically, what will the student know and be able to do as a result of this course?

In a world full of blockbuster superhero movies, teaching critical thinking about mass media is vitally important to guarantee that students are not just capable of working, but also functioning as literate, informed citizens. Superhero movies are not what we make, they are who we are. This course will explore how popular culture reflects and influences people's everyday lives. Students will be asked to form concepts of understanding on allegories and archetypes of superhero media and how this media indoctrinates people to create social constructs and misconceptions. Students will connect the content we examine to each other, their lives and the world. This course will align with the guiding principles of the C3 Framework, specifically the Civic Life portion of the framework. The course will explore moral philosophy, the role of government and the nature of authoritarianism. In addition, race, class, and gender representations and misrepresentations on the screen and behind the camera, and vigilantism or how citizens can and should right the wrongs in society, will be explored. Students will do this through class discussions, presentations, and Project Based Learning activities.

As a result of this class students will be able to:

We'll explore how and why the Marvel superheroes are analogous of our long held American Virtues, yet imbued (whether intentionally or unintentionally) with the ills of our society. The class will be modeled after comic book teams (Avengers, Young Avengers, X-Force, X-Men... ect) Allowing for the intentional development of 21st Century skills such as Collaboration, Critical Thinking, Social Skills, and Media Literacy.

Upon completion of this course students will be able to meet the following Washington State Social Studies K-12 Learning Standards:

- **Civics:**
 - o C2.9-10.1 Explain how citizens and institutions address social and political problems at the local, state, tribal, national, and international level.
 - o C2.11-12.3 Evaluate the effectiveness of the American system compared to international governmental systems.
 - o C2.11-12.4 Evaluate the effectiveness of our system of checks and balances in limiting the power of government at the national, state, and local levels.
 - o CC4.9-10.2 Analyze how governments throughout history have or have not valued individual rights over the common good.
 - o C4.11-12.3 Evaluate the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
- **Economics**
 - o E2.9-10.1 Explain how a variety of economies have shaped the production, distribution, and consumption of goods, services, and resources around the world in the past or present.
 - o E2.9-10.2 Describe the effects of specialization, availability of resources, and technology on a variety of economies.

- o *E2.11-12.6 Evaluate the level of competition based on the introduction of new products, production methods, entry into the market, and the consumers' knowledge of goods or services in a variety of economies.*
- o *E3.11-12.5 Analyze the role of government in defining and enforcing property rights of a good or service.*

- **Geography**

- o *G2.11-12.3 Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.*
- o *G2.11-12.4 Evaluate how human interaction with the environment has affected economic growth and sustainability.*
- o *G2.11-12.5 Evaluate how technology can create environmental problems and solutions.*
- o *G2.11-12.6 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.*
- o *G3.11-12.3 Analyze how the geography of globalization affects local diversity.*
- o *G3.11-12.5 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.*

- **History**

- *H1.11-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.*
- *H1.11-12.2 Design questions generated about individuals and groups that assess how the significance of their actions changes over time and is shaped by the historical context.*
- *H3.9-10.2 Analyze the multiple causal factors of conflicts in world history (1450-present) to create and support claims and counterclaims.*
- *H3.11-12.1 Analyze how historical contexts shaped and continue to shape people's perspectives.*
- *H3.11-12.2 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.*
- *H3.11-12.4 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past to create claims and counterclaims.*
- *H3.11-12.6 Evaluate the ways in which the perspectives of those writing history shaped the history that they produced.*
- *H4.9-10.1 Examine and assess how an understanding of world history can explain that earlier events may cause later ones.*
- *H4.11-12.3 Analyze how current events today are rooted in past events.*

Skills

- *SSS1.9-12.4 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.*
- *SSS1.9-12.5 Explain the challenge and opportunities of addressing problems over place and time using disciplinary and interdisciplinary lenses.*
- *SSS2.9-12.1 Create compelling and supporting questions that focus on an idea, issue, or event.*
- *SSS2.9-12.2 Evaluate the validity, reliability, and credibility of sources when researching an issue or event.*
- *SSS2.9-12.3 Determine the kinds of sources and relevant information that are helpful, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.*
- *SSS2.9-12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.*
- *SSS3.9-12.1 Evaluate one's own viewpoint and the viewpoints of others in the context of a discussion.*

- *SSS3.9-12.3 Use appropriate deliberative processes in multiple settings.*
- *SSS3.9-12.4 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.*
- *SSS3.9-12.5 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past and its relationship to the present.*
- *SSS3.9-12.6 Assess options for individual and collective action to address local, regional, or global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.*
- *SSS4.9-12.2 Construct arguments using precise and knowledgeable claims, with evidence from multiple and reliable sources, while acknowledging counterclaims and evidentiary weaknesses.*

- What are the assessments that will be used to determine student achievement of the goals of this course?
(Attach to this proposal.)
 - o Assessments will include both formative and summative assessments that may include; warm-ups, assignments, and projects. Student choice and voice will be included in the projects.
 - o Students will create a portfolio website that will showcase their growth as writers and thinkers as they traverse the Marvel Universe.

Describe how this course will address:

- o **Alignment with Common Core State Standards (CCSS) and/or WA State Essential Academic Learning Requirements (EALRs)**

As indicated in the above list of standards, this course will utilize the WA State (EALRs) and Common Core State Standards in ELA and Social Studies (reading and writing standards) as well as the C3 Framework, specifically the Civic Life Portion of the framework. These standards are built into the coursework and projects. Additionally, the content creation will follow the Gold Standard PBL guidelines created by the Buck Institute.

- o **Integration of technology**

Technology will be integrated into all units of this curriculum. Students have access to 1:1 devices and will easily be able to use their devices for all writing, researching and publishing purposes. Canvas will be used to provide the course framework, files, and resources to students. Students will also use technology to produce digital portfolios and videos that critique the superhero genre and cultural responses to it.

- o **Infusion of diversity/multicultural perspectives**

This class will provide reading/viewing and discussion opportunities focused on identifying societal issues and problems. Student examples include discussions about gender, racial and economic inequalities in media and media production. Students will also be asked to examine how the “other” is treated in film and in larger society. This class will ask students to evaluate the cultural zeitgeist of the time and evaluate how they can be seen/reflected in the media that they consume.

- Media that students will interact with may include, but are not limited to:

- Captain America: The First Avenger
- Captain Marvel
- Iron Man
- Iron Man 2
- The Incredible Hulk
- Thor
- The Avengers
- Thor: The Dark World
- Iron Man 3
- Captain America: The Winter Soldier
- Guardians of the Galaxy
- Guardians of the Galaxy 2
- Avengers: Age of Ultron
- Ant-Man
- Captain America: Civil War
- Black Widow
- Spider-Man: Homecoming
- Black Panther
- Doctor Strange
- Thor: Ragnarok
- Ant-Man and the Wasp

- Avengers: Infinity War
- Avengers: Endgame
- Spider-Man: Far From Home
- Shang-Chi and the Legend of the Ten Rings
- Eternals
- Spider-Man: No Way Home
- Doctor Strange in the Multiverse of Madness
- Thor: Love and Thunder
- Falcon and the Winter Soldier

o **Integration with other subject areas**

This course will connect closely with Language Arts. Students will be practicing writing, critical thinking, and organizational skills that overlap with Language Arts. The adoption of PBL and Buck Institutes Gold Standard will allow for interdisciplinary project creation, especially but not limited to the topics of Ethics and Morality. Currently the Bio class has an entire unit on Ethics in science. This course would prepare students for their 12th grade social studies classes.

o **Provision of appropriate experiences for learners of varying abilities**

This course will be scaffolded to meet the needs of students at varying abilities. This course will differentiate assignments and activities to ensure success for all students. A variety of activities that appeal to preferred learning styles will be utilized to help students play to their strengths. Problem based learning allows students to pursue a topic in a way that is student-driven and allows for student choice and voice.

o **Development of higher level thinking and processing skills**

Emphasis in this course will be on critical thinking skills through Problem Based Learning. students will be asked to apply their learning through exploration and research and then analyze the information they gathered to evaluate what they have learned and discovered. They will then create and reflect through a chosen project as a culmination of their learning.

o **Articulation of scope and sequences across grades K-12. Will this course replace an existing curriculum? If so, which course?**

This course will be an elective, with the goal to supplement concepts developed in World History, US History and other social studies courses.

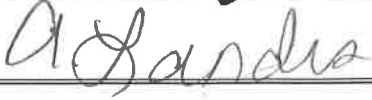
o **Current Scope and Sequence**

Unit 1	Unit Title: We Need a Hero? Topic 1- How American Society Indoctrinates people to want heroes to exist. Topic 2- Who determines what it means to be a hero. Topic 3- What values do we associate with heroes?
Unit 2	Unit Title: Is Good Really Good? Or are heroes shades of bad? Topic 1- Is Captain America as perfect as he seems or are heroes more like Iron Man? Topic 2- Did Thanos have a point? The response to economic issues facing society represented in superhero media. Topic 3- Was Killmonger the true hero of Black Panther?

Unit 3	Unit Title: Are we ready for Heros? Topic 1- Are all heros treated equally? • Critical reactions to film based on gender/race or LGBTQ+ Content • Media attention to film stars based on gender/race or LGBTQ+ Content Topic 2- Are heroes accepted as they are or are there societal strings attached?
Unit 4	Unit Title: Who Gets a Hero? Topic 1- What role does the government get in the actions and movements of heroes? Topic 2- Production of superhero content and its marketing toward specific audiences. Topic 3- How does the portrayal of the government in the MCU mimic our current political landscape?
Unit 5	Unit Title: MCU in the Real World Topic 1- Are the solutions to our societal problems in our movies? Topic 2- Do superhero movies support/inspire vigilantism? Topic 3- How has superhero culture been hijacked/co-opted for greed and fascism?

- **Statement of impact:**
This course will impact students by asking them to explore how and why the superheroes are analogous to our long held American Virtues, yet imbued (whether intentionally or unintentionally), while also giving students the skills to be conscious consumers of media. This course will develop students critical thinking skills through a medium that they find accessible. It will also be a class where students are encouraged to foster their passions and curiosity.
- **Instructional materials and cost (include titles, names of publishers and copyright).**
 - o Marvel Studios Cinematic Universe Phase One: Collector's Edition \$19.99
 - ASIN: B07GN6PDWQ
 - Would need 1 Copy
 - o Marvel Studios Cinematic Universe Phase Two: Collector's Edition \$24.99
 - ASIN: B07GN7M46T
 - Would need 1 Copy
 - o Marvel Studios Cinematic Universe Phase Three Part One: Collector's Edition \$47.97
 - ASIN : B07Z7JY87C
 - Would need 1 Copy
 - o Marvel Studios Cinematic Universe Phase Three Part Two: Collector's Edition \$54.13
 - ASIN : B07Z7JY87C
 - Would need 1 Copy

SIGN-OFF FOR PILOT COURSE RECOMMENDATION

	Signature	Date
1. Department Head (Secondary) Accepts ☒ Rejects ☐		11/3/22
2. Principal Accepts ☒ Rejects ☐		11/3/22
3. District Content Facilitator Accepts ☐ Rejects ☐		
4. Curriculum Director Accepts ☐ Rejects ☐		

Return original to the Director of Curriculum and Instruction. Copies to Principal and Course Originator.