

Student Name _____ Parent Signature _____

Movie Permission Form

Dear Parents,

Throughout the year, we will be watching movies that correlate with our curriculum. These movies are used to support the curriculum along with allowing the students to gain more information using a different form of media. Below are the movies that we will be watching. Not all movies will be watched because they are on a class by class basis depending on books read by the teacher. You will also find the standards and a link with the synopsis of each movie. We ask that you check yes or no if your students can watch the movie. We will also provide other alternative movies that are rated G if your child is not allowed to watch a specific movie. This letter can also be found on the 5th Grade website.

★ Movies watched by whole 5th Grade

Permission	Movie Title	Standards	Synopsis Link
☐ Yes ☐ No	★ The Greatest Showman	5.1CX Contextualize how the Second Industrial Revolution led to an increased desire for raw materials and the United States involvement in imperialistic efforts and economic expansion 5.1E Analyze multiple perspectives on the economic, political, and social effects of western expansion, the Industrial Revolution, and immigration through primary and secondary sources, and evaluate the subsequent changes to the U.S.	https://dove.org/review/12646-the-greatest-showman/
☐ Yes ☐ No	★ Newsies	5.1CX Contextualize how the Second Industrial Revolution led to an increased desire for raw materials and the United States involvement in imperialistic efforts and economic expansion 5.1E Analyze multiple perspectives on the economic, political, and social effects of western expansion, the Industrial Revolution, and immigration through primary and secondary sources, and evaluate the subsequent changes to the U.S. 5.1CC Summarize how imperialism and economic expansion impacted the experiences of different groups and shaped American cultural identities.	https://www.imdb.com/title/tt0104990/
☐ Yes ☐ No	★ Sgt. Stubby	Standard 2: Demonstrate an understanding of how international events and conditions during the early 20th Century (i.e. 1910-1940) affected the United States and South Carolina. 5.2CE Examine the primary causes of World War 1 and the events which led to U.S. involvement.	https://dove.org/review/sgt-stubby-american-hero/
☐ Yes ☐ No	★ The Book Thief	Standard 3: Demonstrate an understanding of the economic, political, and social effects of World War II, the Holocaust, and their aftermath (i.e., 1930-1950) on the United States and South Carolina. Standard 3: Demonstrate an understanding of the economic, political, and social effects of World War II, the Holocaust, and their aftermath (i.e., 1930-1950) on the United States and South Carolina.	https://dove.org/review/10168-the-book-thief-2/
☐ Yes ☐ No	★ Remember the Titans	5.4CC Analyze the continuities and changes of race relations in the United States and South Carolina following the Supreme Court decisions of Briggs v. Elliott and Brown v. Board of Education. 5.4E Analyze multiple perspectives on the economic, political, and social effects of the Cold War, Space Race, and Civil Rights Movement using primary and secondary sources	https://dove.org/review/3102-remember-the-titans/

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		RL.72 Compare and contrast the treatment of similar themes, topics and patterns of events depicted in diverse modalities. RL.8.1 Cite evidence within text to: Analyze two or more characters, events or settings in a text and explain the impact on the plot. Explain the influence of cultural, historical, social and political context on characters, setting and plot	
☐ Yes ☐ No	Ruby Bridges	5.4.CC Analyze the continuities and changes of race relations in the United States and South Carolina following the Supreme Court decisions of Briggs v. Elliott and Brown v. Board of Education. 5.4.E Analyze multiple perspectives on the economic, political, and social effects of the Cold War, Space Race, and Civil Rights Movement using primary and secondary sources	https://www.imdb.com/title/tt0138068/?ref_=fn_al_tt_1
☐ Yes ☐ No	Secretariat	RL.10.1 Compare and contrast a primary and a secondary account of the same event or topic. ELA.5.AOR.4.1 Compare and contrast a primary account and a secondary account of the same event or topic, while identifying how the different perspectives impact the content of the text. Standard 4: Demonstrate an understanding of the conflicts, innovations, and social changes in the United States, including South Carolina, from 1950–1980. 5.4.CE Analyze the causes and impacts of social movements in the U. S. and South Carolina. 5.4.P Summarize the economic, political, and social changes in the U. S. after World War II.	https://dove.org/review/8536-secretariat/
☐ Yes ☐ No	★ Wonder	RL.5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions. RL.6.1 Determine and analyze the development of a theme within a text; summarize using key details RL.7.1 Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences. RL.7.2 Compare and contrast the treatment of similar themes, topics and patterns of events depicted in diverse modalities. RL.11.1 Explain how the author's choice of the point of view of a narrator or character impacts the content, meaning, and how events are described. RL.13.1 Engage in whole and small group reading with purpose and understanding RL.13.2 Read independently for sustained periods of time to build stamina. RL.13.3 Read and respond according to task and purpose to become self directed, critical readers and thinkers.	https://dove.org/review/12619-wonder/
☐ Yes ☐ No	Max	5.5.CO Compare and contrast the focus of the U.S. as a world leader before and after the September 11, 2001, attacks.	https://dove.org/review/11318-max-2015/
☐ Yes ☐ No	McFarland USA	Standard 7: "Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks". M-5.7.1 Model behaviors that promote healthy relationships with family and peers. M-5.7.2 Demonstrate positive self-management skills.	https://dove.org/review/10893-mcfarland-usa/
☐ Yes ☐ No	★ A Mile in His Shoes	Standard 7: "Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks". M-5.7.1 Model behaviors that promote healthy relationships with family and peers. M-5.7.2 Demonstrate positive self-management skills.	https://dove.org/review/8978-a-mile-in-his-shoes/
☐ Yes ☐ No	Holes	RL.5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions. RL.6.1 Determine and analyze the development of a theme within a text; summarize using key details RL.7.1 Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences. RL.7.2 Compare and contrast the treatment of similar themes, topics and patterns of events depicted in diverse modalities. RL.11.1 Explain how the author's choice of the point of view of a narrator or character impacts the content, meaning, and how events are described. RL.13.1 Engage in whole and small group reading with purpose and understanding RL.13.2 Read independently for sustained periods of time to build stamina. RL.13.3 Read and respond according to task and purpose to become self directed, critical readers and thinkers.	https://dove.org/review/3957-holes/