

Unit 02: Identity, Perspectives and Equity in Popular Culture

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 2

Unit Title:	Identity, Perspectives and Equity in Popular Culture This unit will examine the development of influencers, pop culture, and sports through various historical perspectives. Students will examine the significance social media and influencers have on teenage culture, as well as the role race and gender plays in creating a more inclusive society.
Suggested Duration:	6 weeks

Interdisciplinary Connections

Interdisciplinary Connections
Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
Math Practices: https://www.nj.gov/education/standards/math/Index.shtml
Science Practices: https://www.nj.gov/education/standards/science/Index.shtml
Find and paste appropriate <u>Companion Standards</u> or <u>Practices</u> here.

Writing & Literature – Interpretation and analysis of primary and secondary source documents literature as part of gaining historical understanding.

Public Speaking – Participation in debates and presentations

Arts – Practical and Fine – Analysis of art as a means of impacting current issues.

Music – Analysis of music as a means of impacting current issues.

Economics – Analysis of public, private, and national, and international economies and how these impact the current issues

Sociology – Understanding and analysis of relations between various groups of people and how these relations affect current issues.

Psychology – Understanding psychological explanations for human behavior as it applies to everyday current issues.

Technology Integration

Technology Integration
Northern supports the integration of the SAMR Model : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

Chromebooks, Google Classroom, Various YouTube Clips, Google Apps for Education.

Standard(s) Addressed

STAGE I Desired Results

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Objective (Transfer)
<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none">• Examine the role of influencers and social media and the positive and negative impact it has.• Make connections to the past and present on how sports and pop culture has been a conduit for

change

- Examine the impact youth sports, music and entertainment has on teenage culture

Mastery

Big Ideas/Enduring Understanding

Students will understand that...

- The role of influencers as role-models in society has an impact on public opinion.
- The struggles of oppressed people to fulfill their dream of being professional athletes.
- Stereotyping and identities in sports affects the LGBTQ community in a variety of ways.
- Social media has an important impact on sports and youth culture today.
- Sports have become more inclusive over time.
- Social media has been both beneficial and harmful to society and youth culture.

Essential Questions

- What responsibility do influencers have to their fans/public?
- How have influencers shaped the perspectives, ideas and opinions of American citizens?
- How have sports acted as a conduit for change in society?
- What are the participation and equity issues in sports?
- What role does social media play in the lives of today's youth?
- How have sports moved to be more inclusive over time?
- What is the role of youth sports in American culture?

Acquisition

Students will know . . .

- Role of influencers in social media
- Influential women (Billie Jean King, Serena Williams, Simone Biles, etc.)
- Me Too Movement
- Racial Segregation
- Title IX
- Breaking of the Color Barrier
- Jackie Robinson
- Jesse Owens (1936 Olympics)
- Non Violent Protest in Sports

Students will be skilled at . . .

- *Reading and analyzing primary source documents*
- *Reading and analyzing scholarly texts*
- *Analyzing graphs, charts and data*
- *Developing research based arguments in support of a thesis*
- *Determining central ideas or themes of a text and analyzing their development; summarize the key supporting details and ideas.*
- *Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
- *Delineating and evaluating the argument and*

<ul style="list-style-type: none"> • Professional Sports Name Change • Amateurism vs. Professionalism • Role of media and reporting • NCAA • Pay to play • Affirmative Action • Sports and youth culture • Clothing trends • Music lyrics and their effect 	<p><i>specific claims in a text, including the validity of the reasoning as well as the relevance of the evidence.</i></p> <ul style="list-style-type: none"> • <i>Assessing how point of view or purpose shapes the content and style of a text.</i> • <i>Conducting short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</i> • <i>Gathering relevant information from multiple digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i> • <i>Using technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>
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STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
Class participation	Student led socratic discussion
Assigned readings	Inquiry project/group presentations
Current Events Response sheets	Unit themed quizzes (assessments)
Modifications	
<p>How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment). All courses follow a balanced assessment system with Practice and Assessments.</p> <p>Definitions provided, Rephrasing for clarification, Provision of verbal assessments, fewer answer choices (multiple choice), fewer test items.</p>	

STAGE III Learning Plan

STAGE III Learning Plan
Organize plan by weeks

WEEK ONE

Students will be introduced to the role of influencers in society and how they contribute positively or negatively societal trends

WEEK TWO-THREE

Students will examine the role of various professional athletes and their ability to foster change over time

WEEK FOUR-FIVE

Students will examine the role of social media, youth sports and pop culture to discuss how it affects their life.

WEEK SIX

Students will produce an inquiry based project of their choosing with their peers

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

“Text Compactor” and similar apps in order to create abridged text. Format modification, enlarged text, color coding, word banks, provision of definitions and text clarification.

Students in higher level courses (Honors/AP) will read additional sources to add depth of understanding by considering different perspectives. *See Specific Resources for Unit

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

Video

- Ken Burns Baseball
- YouTube & course related videos

- 42 (movie)

Slides

[Sports](#)

[Social Media Influencers](#)

Projects/ Essays

[Athletes and Politics](#)

[Unit 2 Open House](#)

W-S

[Social Media Influencer Debate Checklist](#)

- **Digital:**
- <https://www.sportsbusinessjournal.com/Daily.aspx>
- <http://thesportsbizblog.blogspot.com/>
- <http://mtweb.mtsu.edu/hjgray/4110/>
- <https://www.history.com/this-day-in-history/title-ix-enacted>
- <https://nmaahc.si.edu/>

Diversity, Equity, & Inclusion

[Diversity, Equity & Inclusion](#)

Provide a brief description of how this unit addresses DE&I.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1

Act as a responsible and contributing community members and employee.

WRK.K-12.P.2

Attend to financial well-being.

- WRK.K-12.P.3 Consider the environmental, social and economic impacts of decisions.
- WRK.K-12.P.4 Demonstrate creativity and innovation.
- WRK.K-12.P.5 Utilize critical thinking to make sense of problems and persevere in solving them.
- WRK.K-12.P.6 Model integrity, ethical leadership and effective management.
- WRK.K-12.P.7 Plan education and career paths aligned to personal goals.
- WRK.K-12.P.8 Use technology to enhance productivity increase collaboration and communicate effectively.
- WRK.K-12.P.9 Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	