Pop Culture Unit 2: Trend Setting

Content Area: **Social Studies**
Course(s):
Time Period: **MP2**
Length: **1 Marking period**
Status: **Published**

Targeted Standards

6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
6.1.12.EconNE.12.a	Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
6.1.12.HistoryUP.13.a	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
6.1.12.HistorySE.13.a	Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
6.1.12.GeoPP.14.b	Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.EconNE.16.a	Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.
6.1.12.EconNE.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

Rationale

Popular culture provides a context that facilitates a change of perspective on many complex issues, especially in the areas of race, gender, and class. The purpose of this course is to expose our students to the cultural issues, social movements, and societal changes that constitute American society and challenge them through research to understand their development and form their own perspective.

Essential Questions

Content Specific	Skills Specific
• What is a trend? • How do trends affect culture? • What trends impact family life/representation of family life? • What celebrations come from trends? • What fads impact our lives?	• How does analyzing trends help us understand underlying cultural beliefs?

• How has class status/representation changed over time? • What category of class/status is your family identified with, and what are some determinants and benefits associated with this categorization?	

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Brainstorm current trends and celebrations Research past trends/fads/celebrations Create a celebration based on your family culture Describe the progress made in the representation of certain classes. Compare class groups past and present.	• 1950's Pop Culture US History II Pop Culture Unit 1

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Interdisciplinary Connections

6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.2.12.HistoryCC.5.e	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.