| ***Pop Culture Unit 1: Media/Print***  ***Weeks 1-9*** | | | | | |
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| **Targeted Standards**:  6.1.12.D.13.d 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.D.13.f Relate the changing role of women in the labor force to changes in family structure.6.1.12.B.14.b Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States. 6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.  6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.  6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations | | | | | |
| **Rationale and Transfer Goals** :  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 behind 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 personal perspective. | | | | | |
| **Enduring Understandings:**  Pop culture has influenced the American individual’s view of the world.  Media has a large influence over American culture and society.  How does fame and popularity determine social status in American society? | | | | | |
| **Essential Questions**:   1. Pop Culture: What are the components of Pop Culture (film, music, media)? 2. What is a stereotype? How are they created? 3. How have media trends changed over time? 4. What influences a change in the media? 5. What is the difference between a celebrity and an icon? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| The elements that make up pop culture.  How daily life is influenced by pop culture.  The stereotypes that have been created in our culture. | 1. Students will be able to identify the various components of culture.  2. Students will be able to examine the influence that the media has in creating a culture.  3. Students will be able to distinguish how prominent individuals influence cultural trends. | | Written Assignments  Oral Presentations  Observations  Participatory Rubrics  Role Play  Research Assignments  Interviews | | Projects  Assessments  Essays |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| Brainstorm the meaning of culture.  Describe the effects of Pop Culture on your life personally. | | 1950’s pop culture US History II | | Create a fictional icon that would influence society.  Research and identify characteristics of the elements of culture  List and assess positive and negative influences of Pop Culture icons. | |
| **21st Century Skills:**  CRP1. Act as a responsible and contributing citizen and employee.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP10. Plan education and career paths aligned to personal goals.  Global awareness, Critical Thinking, Problem Solving, Communications, Collaboration, Flexibility/Adaptability, Social Skills, Responsibility, Leadership, and Accountability. | | | | | |
| **Key resources:**   1. Pop Culture in the Classroom/Scholastic.com/Popular Culture  Teaching with Media and Popular Culture/James Trier Journal of Adolescent & Adult Literacy, Vol. 49, No. 5 (Feb., 2006), pp.  1. <https://www.popculturemadness.com/> 2. <http://culturalpolitics.net/index/popular_culture> 3. Internet 4. Chromebooks/laptops 5. Smartboard 6. Research activities 7. Google classroom 8. Community resources 9. Videos, and magazines | | | | | |
| **Interdisciplinary Connections:**  **Art**-Students will identify and analyze stylize American art from different decades and the impact on society (ie. 1950’s, 1960’s, etc.) Students will analyze specific artists from each decade and compare to any well known artists of today and the impact each holds on society/. 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history  **History**-Students will analyze and discuss icon’s from American History and compare with today’s icons (ie. Frank Sinatra, Elvis Presley, Lucille Ball, etc.) 6.1.12.C.16.a/Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations  **Art (Fashion Design)**-Students will compare and contrast different styles of dress of America. Students will research a particular era, design a piece of clothing and re-design an updated version for today. / 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education | | | | | |