| ***Pop Culture Unit 2: Trend Setting*** ***Weeks 9-18*** |
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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.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.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship. |
| **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:** 1. How have different trends and trend setters influenced pop culture in America?
2. What do the current trends in America say about our values?
3. What factors have led to the changing of cultural norms and expectations?
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| **Essential Questions**: 1. What is a trend?
2. How do trends affect culture?
3. What tends impact family life/representation of family life?
4. What celebrations come from trends?
5. What fads impact our lives?
6. How has class status/representation changed over time?
7. What category of class/status is your family identified with and what are some determinants and benefits associated with this categorization?
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| **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 a trend/fadHow daily life is impacted by trendsThe representation of certain classes and how they are portrayed in American culture.  |  1. Students will be able to identify the various components of trends 2. Students will be able to examine how daily life is impacted by the trends they see in the media. 3. Students will be able to discuss how certain classes are represented in American culture and how are they represented.4. How has society allowed for individuals to change their class/status?  | 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 current trends and celebrationsResearch past trends/fads/celebrationsCreate a celebration based upon your family cultureDescribe the progress made in representation of certain classes.Compare class groups past and present. | 1950’s pop culture US History IIPop Culture Unit 1 | Research a specific class or group and show how they were represented in the past and how they are represented today. Compare your specific class category/status with those represented in the media Research and identify specific trends/celebrations Create a cultural/trend celebration with local foods and customs.  |
| **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
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| **Interdisciplinary Connections:****World Language**-Students will compare cultural celebrations/holidays with American celebrations/holidays /7.1.IM.C.5/ Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practices**History**-Analyze lower, middle, and rich class and how they are portrayed on television, newspapers/magazines, advertisements, and radio. Students will then compare with today’s society and any changes shown. 6.1.12.C.16.a/Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations**Geography** - Students will understand how geography plays a role in trends and pop culture in general. / 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**Economics** - Students will understand, compare and contrast Socio Economic status and the different conditions it creates. / 6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values. |