
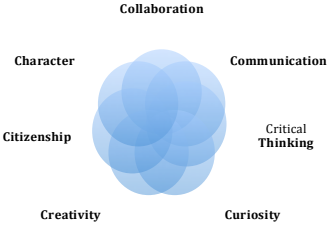


Content Area: Social Studies	Course: American Pop Culture	Grade Level: 10-12
	<p><b>R14 The Seven Cs of Learning</b></p> 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> <li>• Pop Music as Cultural Archeology</li> </ul>	<ul style="list-style-type: none"> <li>• 3-4 weeks</li> </ul>	
<ul style="list-style-type: none"> <li>• The American TV Family</li> </ul>	<ul style="list-style-type: none"> <li>• 4-5 weeks</li> </ul>	
<ul style="list-style-type: none"> <li>• Heroes, Celebrity, and American Ideals</li> </ul>	<ul style="list-style-type: none"> <li>• 3-4 weeks</li> </ul>	
<ul style="list-style-type: none"> <li>• Science Fiction and America's view of the future</li> </ul>	<ul style="list-style-type: none"> <li>• 4-5 weeks</li> </ul>	



Strands	Course Level Expectations
<b>History</b>	<ul style="list-style-type: none"> <li>• Students will develop an understanding how what historical events influenced the birth and development in of today’s modern American culture.</li> <li>• Understand how to evaluate appropriate historical sources and evidence in American culture.</li> </ul>
<b>Civics</b>	<ul style="list-style-type: none"> <li>• Learn how to assess and critically analyze current media and entertainment formats to understand and consider competing perspectives on American history and society, and in turn an understanding of how it shapes our citizenry.</li> </ul>
<b>Economics</b>	<ul style="list-style-type: none"> <li>• Understand how popular culture influences consumer culture.</li> </ul>

<b>Unit Title</b>	Popular Music as Cultural Archeology	<b>Length of Unit</b>	3-4 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• What have been the main contributions of Americans to the History of music?</li> <li>• What makes American music distinct from other traditions?</li> <li>• How has technology affected American music?</li> <li>• How has American music both reflected and contained a dialogue about race, class and gender?</li> <li>• Is American pop music better understood as art form or commercial product?</li> </ul>		
<b>Standards</b>	<p><b>Developing Questions and Planning Inquiry</b> INQ 9-12.1, INQ 9-12.2</p> <p><b>Evaluating Sources and Using Evidence:</b> INQ 9-12.6, INQ 9-12.7</p> <p><b>Communicating Conclusions and Taking Informed Action:</b> INQ 9-12.10</p> <p><b>Applying Disciplinary Concepts and Tools</b> HIST 9-12.1, HIST 9-12.4, HIST 9-12.5, HIST 9-12.8, GEO 9-12.5</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Technology and Pop Culture: Gramophone, Radio, digital media, The Internet</li> <li>• Music as and industry, Decca, Atlantic records, Sony, Napster, and Spotify</li> <li>• Music as both art and product, culture and commodity</li> <li>• Jazz and the evolution of the first American art form</li> <li>• Migrations and music; reflections of the mixing of cultures</li> </ul>		
<b>Key Vocabulary</b>	Music Industry, Popular Music, Jazz, Ragtime, Blues, Folk, Minstrelsy, Rock and Roll, Hip Hop, Appropriation, Subculture		

Standards based on Connecticut Elementary and Secondary Social Studies Framework

For more information visit: <http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>

<b>Unit Title</b>	<b>Pop Music as Cultural Archeology</b>	<b>Length of Unit</b>	3-4 weeks
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• The critical period where American musical traditions diverge from European and African traditions.</li> <li>• The 19th century roots of 20th Century popular culture.</li> <li>• The relationships of mainstream culture and subcultures.</li> <li>• How popular music has been used to comment on historical issues</li> <li>• How American popular music has influenced world culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Create cogent, evidence-based arguments tracing the evolution of various American musical forms from earlier European and African roots.</li> <li>• Measure cultural influence of musical acts using economic, demographic, and sociological data</li> <li>• Make connections between historical events and the popular music of the time and support these claims with specific evidence.</li> <li>• Recognize American pop cultural influence in music from around the world.</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Interim Assessments (Comparative)</li> <li>• Summative: Comparative Presentations, Museum Pitch, Research Essay (student choice)</li> </ul>
<b>Teacher Resources:</b>	Ken Burns Jazz film series, Popular Music Recordings of American musical genres, United States History, GALE group databases, Region 14 Databases, Local Libraries

<b>Unit Title</b>	<b>The American TV Family</b>	<b>Length of Unit</b>	4-5 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• Is the portrayal of family life, gender roles, and economic class supposed to be instructive or reflective?</li> <li>• How has the portrayal of American Families on television evolved over the 20th Century?</li> <li>• How does pop culture change to suit its audience?</li> <li>• How do broad social, economic, and political developments influence cultural tastes?</li> </ul>		
<b>Standards</b>	<p><b>Developing Questions and Planning Inquiry</b>          INQ 9-12.1, INQ 9-12.4, INQ 9-12.5</p> <p><b>Communicating Conclusions and Taking Informed Action:</b>          INQ 9-12.10, INQ 9-12.11</p> <p><b>Applying Disciplinary Concepts and Tools</b>          HIST 9-12.2, HIST 9-12.7, HIST 9-12.11</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Mass media representations of femininity, girlhood, and motherhood evolved over the 20th century.</li> <li>• Mass media representations of masculinity, boyhood, and fatherhood evolved over the 20th century.</li> <li>• American culture has been used television as a vehicle for transmitting ideas about race, class, and identity.</li> <li>• American television as a window into US culture for the world.</li> </ul>		
<b>Key Vocabulary</b>	ratings, social class, age cohort, advertising, normative standards, subliminal, explicit and implicit expectations		

<b>Unit Title</b>	<b>American TV Family</b>	<b>Length of Unit</b>	4-5 weeks
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• How television has been used to transmit social expectations regarding contemporary concepts of success, gender roles, childhood, and domestic life.</li> <li>• How expectations for genders are fluid across time.</li> <li>• The role television played in shaping tastes and expectations for middle class Americans.</li> <li>• The importance to American history of television as a medium.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply previous unit concepts regarding the evolution of technology and its impact on the art/culture/products of pop culture in the US.</li> <li>• Craft evidence based arguments to historical, sociological, and economic questions.</li> <li>• Craft inquiry question of their own which require tracing historical developments across multiple generations.</li> <li>• Critically examine primary sources across media.</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Interim Assessments on Interpretation and Connections</li> <li>• Summative: Comparative presentations, museum pitch, Research Essay (student choice)</li> </ul>
<b>Teacher Resources:</b>	United States History, GALE group online databases, Region 14 Databases

<b>Unit Title</b>	Heroes, Celebrity, and American Ideals	<b>Length of Unit</b>	3-4 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• Who does American culture choose to celebrate?</li> <li>• How do fictional heroes influence our perceptions of real life heroes?</li> <li>• Are heroes/celebrities useful tools to understanding contemporary social mores?</li> <li>• How do cultural heroes influence young children, teens, and adults?</li> <li>• Are all Americans represented equally in our culture?</li> </ul>		
<b>Standards</b>	<p><b>Developing Questions and Planning Inquiry</b>          INQ 9-12.2, INQ 9-12.3</p> <p><b>Evaluating Sources and Using Evidence:</b>          INQ 9-12.6</p> <p><b>Communicating Conclusions and Taking Informed Action:</b>          INQ 9-12.12,</p> <p><b>Applying Disciplinary Concepts and Tools</b>          HIST 9-12.3, HIST 9-12.7, HIST 9-12.12</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Changing Heroes Over Time</li> <li>• Villains, Rivals, and Foils</li> <li>• Real versus Fictitious Heroes</li> <li>• How and Why Heroes Fall from Favor</li> <li>• Gender Differences in Media.</li> </ul>		
<b>Key Vocabulary</b>	social mores, endorsements, celebrity, infamy, gender, demographics, contemporary		

<b>Unit Title</b>	Heroes, Celebrity, and American Ideals	<b>Length of Unit</b>	3-4 weeks
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• The shifting expectations and standards throughout American history for real and fictitious heroes.</li> <li>• How different groups in American society have expressed their hopes through their choice of heroes.</li> <li>• How the modern expansion of hero identities contrasts with the range of heroes in previous eras of American history.</li> <li>• How sports often are used as metaphors for contemporary social and political developments and controversies.</li> <li>• How hero expectations differ for different genders, and how these expectation have evolved over the past century.</li> <li>• How different media transmit gender expectations differently.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast different depictions of the same hero across historical eras to support arguments about the changes in American society.</li> <li>• Research and support arguments relevant to a cultural question in a variety of disciplines including economics, demographics, and psychology.</li> <li>• Make clear and reasoned distinctions between how American culture reflects a diverse populations in both historical heroes and cultural heroes.</li> <li>• Create cogent and original arguments about the significance of cultural heroes to the development of children.</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Interim Assessments on Interpretation and Inquiry</li> <li>• Summative: Comparative presentations, Museum Pitch, Research Essay (student choice)</li> </ul>
<b>Teacher Resources:</b>	United States History, GALE group online databases, Region 14 Databases, Local Libraries



<b>Unit Title</b>	<b>Science Fiction and America's future</b>	<b>Length of Unit</b>	4-5 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How does Science fiction differ from other genres?</li> <li>• How has Science fiction been used to explore anxieties about contemporary society?</li> <li>• How do contemporary events shape cultural products of the time?</li> <li>• How do contemporary anxieties shape cultural products of the time?</li> <li>• Do different audiences in different eras appreciate the same work differently?</li> <li>• What trends, themes, and subject differentiate American Science Fiction from those of other cultures?</li> <li>• Who owns a piece of art: the creator or audience?</li> </ul>		
<b>Standards</b>	<p><b>Evaluating Sources and Using Evidence:</b>            INQ 9-12.7</p> <p><b>Applying Disciplinary Concepts and Tools</b>            HIST 9-12.6, HIST 9-12.11, HIST 9-12.17</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Dystopian and Utopian Visions throughout the 20th century</li> <li>• History and Shifts in Science Fiction Content and Popularity?</li> <li>• Contemporary Sci-fi and Current History</li> </ul>		
<b>Key Vocabulary</b>	utopia, dystopia, aspiration, anxiety, gatekeeper, tensions		

<b>Unit Title</b>	<b>Science Fiction and America's Future</b>	<b>Length of Unit</b>	4-5 weeks
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• How the relationships between advertisers, creators, and audiences which drive American pop culture.</li> <li>• The tensions between different audiences and how their expectations shape perception through social, political lenses.</li> <li>• The expanding role of participatory culture in American culture.</li> <li>• How the internet and creator culture challenge the traditional gatekeepers of American pop culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesize economic, cultural, social, and political evidence into a cohesive argument about a pop cultural topic.</li> <li>• Develop a clear line of reasoning for arguments of their own</li> <li>• Properly cite and credit works across a variety of media.</li> <li>• Make and support arguments across themes by making clear comparisons across multiple era's in US history using cultural products as evidence.</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Interim Assessments on Interpretation and Inquiry</li> <li>• Summative: Comparative presentations, Museum Pitch, Research Essay (student choice)</li> </ul>
<b>Teacher Resources:</b>	United States History, GALE group online databases, Region 14 Databases