

## American Popular Culture (#3021)

**Description** Using a multimedia approach, students will understand the changes and impact that popular culture has had on American society. How does the media impact my decisions? How do images in film and advertising impact my social identity? What messages does popular culture send to Americans and to other countries? Students will explore music, film, television, art, advertising, the internet, and more in order to examine the lasting impact it has on their daily lives. Students will be able to analyze and understand how the media and popular culture shape the identity of America in a global society. Possible topics include: Influential musicians and musical eras, influential film makers and the impact of Hollywood, social movements (Civil Rights, women’s rights, protests during Vietnam era, protest movements today, etc.) and how they form our worldview, major advertising campaigns and how their messages influence social identity.

**Prerequisite** None

**Credit** .5

**Textbooks/Resources**

**Required Assessments** District-Wide, Standards-Based Assessment

**Board Approved** November 2016

**Revised**

### AASD Social Studies Goals

- *Develop a chronological sense of time, continuity and change and an awareness of geographic place.*
- *Recognize that history and culture influence a society.*
- *Develop an awareness of current affairs.*
- *Recognize facts and vocabulary pertinent to the grade and/or discipline.*
- *Discern cause and effect relationships.*
- *Analyze and evaluate information/data.*
- *Interpret visually-oriented content.*
- *Recognize the rights and responsibilities of individuals and of society.*
- *Understand reasons for conflicting ideas and develop possible resolutions.*
- *Adopt a wider perspective.*
- *Accept democratic beliefs.*

## AASD Social Studies Standards

### **Geography: People, Places, and Environments**

By the end of **grade twelve**, students will:

- A.12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration.
- A.12.2 Analyze information generated from a computer about a place, including statistical sources, aerial and satellite images, and three-dimensional models.
- A.12.3 Construct mental maps of the world and the world's regions and draw maps from memory showing major physical and human features.
- A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment.
- A.12.5 Use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns.
- A.12.6 Collect and analyze geographic information to examine the effects that a geographic or environmental change in one part of the world, such as volcanic activity, river diversion, ozone depletion, air pollution, deforestation, or desertification, may have on other parts of the world.
- A.12.7 Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world.
- A.12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them.
- A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood.
- A.12.10 Analyze the effect of cultural ethics and values in various parts of the world on scientific and technological development.
- A.12.11 Describe scientific and technological development in various regions of the world and analyze the ways in which development affects environment and culture.
- A.12.12 Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world.
- A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries.

## **History: Time, Continuity, and Change**

By the end of **grade twelve**, students will:

- B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches.
- B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion.
- B.12.3 Recall, select, and analyze significant historical periods and the relationships among them.
- B.12.4 Assess the validity of different interpretations of significant historical events.
- B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments.
- B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States.
- B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created.
- B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history.
- B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world.
- B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values.
- B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war.
- B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.
- B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions.
- B.12.14 Explain the origins, central ideas, and global influence of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity.
- B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved.
- B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world.
- B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved.
- B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world.

**Political Science and Citizenship: Power, Authority, Governance, and Responsibility**

By the end of **grade twelve**, students will:

- C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens.
- C.12.2 Describe how different political systems define and protect individual human rights.
- C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time.
- C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized.
- C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion.
- C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers.
- C.12.7 Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior.
- C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position.
- C.12.9 Identify and evaluate the means through which advocates influence public policy.
- C.12.10 Identify ways people may participate effectively in community affairs and the political process.
- C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy.
- C.12.12 Explain the United States' relationship to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement.
- C.12.13 Describe and evaluate ideas of how society should be organized and political power should be exercised, including the ideas of monarchism, anarchism, socialism, fascism, and communism; compare these ideas to those of representative democracy; and assess how such ideas have worked in practice.
- C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals.
- C.12.15 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust.
- C.12.16 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women.

**Economics: Production, Distribution, Exchange, and Consumption**

By the end of **grade twelve**, students will:

- D.12.1 Explain how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices.
- D.12.2 Use basic economic concepts (such as supply and demand; production, distribution, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy) to compare and contrast local, regional, and national economies across time and at the present time.
- D.12.3 Analyze and evaluate the role of Wisconsin and the United States in the world economy.
- D.12.4 Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world.
- D.12.5 Explain how federal budgetary policy and the Federal Reserve System's monetary policies influence overall levels of employment, interest rates, production, and prices.
- D.12.6 Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world.
- D.12.7 Compare, contrast, and evaluate different types of economies (traditional, command, market, and mixed) and analyze how they have been affected in the past by specific social and political systems and important historical events
- D.12.8 Explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade.
- D.12.9 Explain the operations of common financial instruments (such as stocks and bonds) and financial institutions (such as credit companies, banks, and insurance companies).
- D.12.10 Analyze the ways in which supply and demand, competition, prices, incentives, and profits influence what is produced and distributed in a competitive market system.
- D.12.11 Explain how interest rates are determined by market forces that influence the amount of borrowing and saving done by investors, consumers, and government officials.
- D.12.12 Compare and contrast how values and beliefs, such as economic freedom, economic efficiency, equity, full employment, price stability, security, and growth, influence decisions in different economic systems.
- D.12.13 Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.
- D.12.14 Analyze the economic roles of institutions, such as corporations and businesses, banks, labor unions, and the Federal Reserve System.

## **Behavioral Science: Individuals, Institutions, and Cultures**

By the end of **grade twelve**, students will:

- E.12.1 Summarize research that helps explain how the brain's structure and function influence learning and behavior.
- E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development.
- E.12.3 Compare and describe similarities and differences in the ways various cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos..
- E.12.4 Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples
- E.12.5 Describe the ways cultural and social groups are defined and how they have changed over time.
- E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings.
- E.12.7 Use scientific methods to assess the influence of media on people's behavior and decisions.
- E.12.8 Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world.
- E.12.9 Defend a point of view related to an ethical issue such as genetic engineering, declaring conscientious objector status, or restricting immigration.
- E.12.10 Describe a particular culture as an integrated whole and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors.
- E.12.11 Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices.
- E.12.12 Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled.
- E.12.13 Compare the ways in which a universal theme is expressed artistically in three different world cultures.
- E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue.
- E.12.15 Identify the skills needed to work effectively alone, in groups, and in institutions.
- E.12.16 Identify and analyze factors that influence a person's mental health.
- E.12.17 Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism.

## American Popular Culture

### Overarching Questions:

- What impact does popular culture have on American society?
- How does media and popular culture impact decisions made by individuals and society as a whole?
- What impact has music had on American society and social movements?
- How do images in film and advertising impact social identity?
- What impact does popular culture have on how America is viewed both internally and externally?

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
<b>American Popular Culture</b>	<p><b>1. Students will demonstrate an understanding of the impact that popular culture has on American society.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <p>a. defines and identifies the following elements of popular culture and analyzes its impact on American culture</p> <ol style="list-style-type: none"> <li>1. Music</li> <li>2. Advertising</li> <li>3. Film</li> <li>4. Propaganda</li> <li>5. Art</li> <li>6. Fashion</li> <li>7. Fads</li> <li>8. Social Media</li> <li>9. Social Movements</li> <li>10. Theater</li> <li>11. Literature and Literary Movements</li> </ol>	<ul style="list-style-type: none"> <li>• Mini-DBQ</li> <li>• DBQ Assessment</li> <li>• FRQ Assessment</li> <li>• Formative Assessment (Kahoot/Poll Everywhere/Socrative)</li> <li>• SHEG (Stanford History Education Group)</li> <li>• Beyond the Bubble Assessment (beyondthebubble.org)</li> <li>• Primary Source Analysis</li> <li>• Classroom Discussion</li> <li>• Quizzes and Tests</li> <li>• Project Based Learning</li> </ul>
	<p><b>Essential Leading Objective linked to these AASD Social Studies standards: A.12.9, A.12.10, B.12.1, B.12.2, B.12.3, B.12.4, B.12.7, B.12.8, B.12.9, B.12.10, B.12.13, B.12.15, B.12.17, B.12.18, C.12.5, C.12.7, C.12.8, C.12.9, C.12.10, C.12.11, C.12.14, C.12.16, D.12.6, D.12.7, D.12.12, D.12.14 E.12.2, E.12.3, E.12.4, E.12.5, E.12.6, E.12.7, E.12.12, E.12.13, E.12.17</b></p>		

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
American Popular Culture	<p><b>2. Students will identify the impact that the media and popular culture has on the decisions made by individuals and society as a whole.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ol style="list-style-type: none"> <li>a. evaluates and determines reliable sources.</li> <li>b. understands the difference between fact and opinion.</li> <li>c. detects point of view in media.</li> <li>d. corroborates messages from multiple sources of media.</li> <li>e. examines a wide variety of media sources.</li> </ol>	<ul style="list-style-type: none"> <li>• Mini-DBQ</li> <li>• DBQ Assessment</li> <li>• FRQ Assessment</li> <li>• Formative Assessment (Kahoot/Poll Everywhere/Socrative)</li> <li>• SHEG</li> <li>• Beyond the Bubble Assessment (beyondthebubble.org)</li> <li>• Primary Source Analysis</li> <li>• Classroom Discussion</li> <li>• Quizzes and Tests</li> <li>• Project Based Learning</li> </ul>
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	<b>Essential Learning Objectives</b>	<b>Performance Indicators</b>	<b>Classroom Assessments</b>
<b>American Popular Culture</b>	<p><b>3. Students will analyze the impact that music has had on American society and various social movements.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <p>a. analyzes the impact of music and how songs reflected the events and actions throughout time</p> <ol style="list-style-type: none"> <li>1. Slavery and spirituals</li> <li>2. The Jazz Age</li> <li>3. Harlem Renaissance</li> <li>4. Rhythm and Blues</li> <li>5. Patriotic songs</li> <li>6. Anti-war movement and counterculture</li> <li>7. Women's movement</li> <li>8. Motown</li> <li>9. Political campaigns</li> <li>10. Emergence of the teenage culture</li> <li>11. Rock n Roll</li> <li>12. British Invasion/Bobby soxers</li> <li>13. Rap and Hip Hop of the 80s</li> <li>14. Punk, grunge movement of the 90s</li> </ol>	<ul style="list-style-type: none"> <li>• Mini-DBQ</li> <li>• DBQ Assessment</li> <li>• FRQ Assessment</li> <li>• Formative Assessment (Kahoot/Poll Everywhere/Socrative)</li> <li>• SHEG</li> <li>• Beyond the Bubble Assessment (beyondthebubble.org)</li> <li>• Primary Source Analysis</li> <li>• Classroom Discussion</li> <li>• Quizzes and Tests</li> <li>• Project Based Learning</li> </ul>
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	Essential Learning Objectives	Performance Indicators	Classroom Assessments
American Popular Culture	<p><b>4. Students will demonstrate their understanding of how social identity can be influenced by film and advertising.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <p>a. analyzes the impact that images in media have on social identity:</p> <ol style="list-style-type: none"> <li>1. Gender roles</li> <li>2. Race</li> <li>3. Body Image</li> <li>4. Socioeconomic status</li> <li>5. Religion/beliefs</li> <li>6. Peer pressure</li> <li>7. Celebrity</li> </ol> <p>b. defines and analyzes the strategies used in advertising in order to understand the message or purpose:</p> <ol style="list-style-type: none"> <li>1. Ethos/Pathos/Logos</li> <li>2. Bandwagon</li> <li>3. Testimonial/Endorsement</li> <li>4. Glittering Generalities</li> <li>5. Card Stacking</li> <li>6. Plain Folk</li> <li>7. Scare Tactics</li> </ol>	<ul style="list-style-type: none"> <li>• Mini-DBQ</li> <li>• DBQ Assessment</li> <li>• FRQ Assessment</li> <li>• Formative Assessment (Kahoot/Poll Everywhere/Socrative)</li> <li>• SHEG</li> <li>• Beyond the Bubble Assessment (beyondthebubble.org)</li> <li>• Primary Source Analysis</li> <li>• Classroom Discussion</li> <li>• Quizzes and Tests</li> <li>• Project Based Learning</li> </ul>
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	Essential Learning Objectives	Performance Indicators	Classroom Assessments
American Popular Culture	<p><b>5. Students will demonstrate their understanding of how popular culture impacts America’s image both internally and externally.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ol style="list-style-type: none"> <li>a. identifies the bias towards other regions of the United States (how is the American south portrayed? The north? How do the east and west coasts view each other? What are the stereotypes about the different regions within America and how are they formed?)</li> <li>b. identifies how other nations view the United States by analyzing:                             <ol style="list-style-type: none"> <li>1. Social media</li> <li>2. Film</li> <li>3. Advertising</li> <li>4. Images</li> <li>5. Music</li> </ol> </li> <li>c. illustrates the impact this has on the relationships within the United States and with other countries.</li> </ol>	<ul style="list-style-type: none"> <li>• Mini-DBQ</li> <li>• DBQ Assessment</li> <li>• FRQ Assessment</li> <li>• Formative Assessment (Kahoot/Poll Everywhere/Socrative)</li> <li>• SHEG</li> <li>• Beyond the Bubble Assessment (beyondthebubble.org)</li> <li>• Primary Source Analysis</li> <li>• Classroom Discussion</li> <li>• Quizzes and Tests</li> <li>• Project Based Learning</li> </ul>
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## Addendum #1

### WI State Standards: Literacy in Social Studies/History - Grade 12

Essential Learning Objectives		Performance Indicators
<b>Reading</b>	<p><b>1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</b> (RH.11-12.1)</p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. analyzes social science and technical texts,</li> <li>b. employs techniques for selecting textual evidence to support analysis, and</li> <li>c. employs techniques such as graphic organizers, two column notes, et cetera to identify the important distinctions made by the author.</li> </ul>
	<p><b>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</b> (RH.11-12.2)</p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. employs techniques to determine a document's central ideas or conclusions and</li> <li>b. produces a summary of a social science source</li> </ul>
	<p><b>3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</b> (RH.11-12-3)</p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. analyzes features of text that describe a procedure or process,</li> <li>b. employs graphic organizers to understand texts that describe a complex procedure,</li> <li>c. employs techniques for locating textual information related to the outcome of a procedure or process, and</li> <li>d. analyzes specific results based on explanations in the text.</li> </ul>

		<b>Essential Learning Objectives</b>	<b>Performance Indicators</b>
<b>Reading</b>		<b>4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>). (RH.11-12.4)</b>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. employs several strategies for determining the meaning of unknown words (jargon-content specific vocabulary). Methods may include using sentence clues, or a dictionary.</li> </ul>
		<b>5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. (RH.11-12.5)</b>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. analyzes how a text is structured and how the author organizes information,</li> <li>b. determines how the text structure relates to the authors point of view, meaning, and message, and</li> <li>c. evaluates why an author selected the evidence they did and what evidence is absent from the text.</li> </ul>
		<b>6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (RH.11-12.6)</b>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. evaluates one event by employing two sources,</li> <li>b. determines an author's purpose,</li> <li>c. determines an author's point of view in selecting evidence,</li> <li>d. employs a strategy to dissect meaning in multiple documents, such as a two column chart or a y-chart, and</li> <li>e. determines why the author is writing (Is the writing meant to persuade, inform, explain, or describe?).</li> </ul>
		<b>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (RH.11-12.7)</b>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. utilizes techniques to evaluate material presented in multiple formats and what is being taught,</li> <li>b. manipulates data and extract relevant information pertaining to the subject at hand,</li> <li>c. relates visual material to pertinent case studies, and</li> <li>d. raises probing questions and utilize problem solving techniques.</li> </ul>

	<b>Essential Learning Objectives</b>	<b>Performance Indicators</b>
<b>Reading</b>	<p><b>8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</b> (RH.11-12.8)</p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. analyzes an author’s opinion, premise, and claims,</li> <li>b. evaluates an author’s opinion, premise, and claims in light of other information presented, and</li> <li>c. utilizes techniques for gathering information in a collaborative manner to evaluate an author’s premise, claims, and evidence.</li> </ul>
	<p><b>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</b> (RH.11-12.9)</p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. employs a variety of techniques for gathering information from a range of sources,</li> <li>b. synthesizes information from a range of sources into a coherent understanding of a process, phenomenon, or concept, and</li> <li>c. evaluates textual sources to resolve conflicting information.</li> </ul>
	<p><b>10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.</b> (RH.11-12.10)</p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. employs techniques to discern meaning from appropriately difficult text sources,</li> <li>b. employs techniques to engage with and appreciate appropriately difficult text, and</li> <li>c. selects engaging, interesting, and motivating texts that are appropriate to who they are as readers.</li> </ul>

	<b>Essential Learning Objectives</b>	<b>Performance Indicators</b>
<b>Writing</b>	<p><b>11. Write arguments focused on <i>discipline-specific content</i>. (W.11-12.1)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies qualities of arguments,</li> <li>b. writes an argument to support a claim,</li> <li>c. acknowledges and distinguishes claims from alternate or opposing claims,</li> <li>d. uses logical reasoning and relevant evidence (credible sources) to support claim,</li> <li>e. uses words, phrases, clauses and syntax to clarify relationships and create cohesion,</li> <li>f. writes with a formal style,</li> <li>g. writes with a predictable structure (introduction with statement of claim, clearly organized evidence, and conclusion that supports argument), and</li> <li>h. anticipates and recognizes audiences' values and bias.</li> </ul>
	<p><b>12. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (W.11-12.2)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. introduces a topic; organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension,</li> <li>b. develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,</li> <li>c. uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts,</li> <li>d. uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic,</li> <li>e. establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing, and</li> <li>f. provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
	<p><b>13. Not applicable as a separate requirement (W.11-12.3)</b></p>	

	<b>Essential Learning Objectives</b>	<b>Performance Indicators</b>
<b>Writing</b>	<p><b>14. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.11-12.4)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies audience, purpose, and task (expectations),</li> <li>b. demonstrates techniques for organizing writing,</li> <li>c. uses style appropriate to purpose and task (audience opinion, informative, explanatory, and narrative),</li> <li>d. designs consistent, appropriate style for writing, and</li> <li>e. produces clear and coherent writing.</li> </ul>
	<p><b>15. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.11-12.5)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. uses planning, revision, editing, rewriting, or a new approach to strengthen writing,</li> <li>b. explains techniques used to make writing appropriate for purpose and audience, and</li> <li>c. produces writing that is well-developed and strong.</li> </ul>
	<p><b>16. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (W.11-12.6)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. uses technology (including Internet) to produce, publish, and update individual or shared writing,</li> <li>b. uses technology to link to and display information,</li> <li>c. uses technology to interact and collaborate with others, and</li> <li>d. updates information in response to feedback.</li> </ul>



		<b>Essential Learning Objectives</b>	<b>Performance Indicators</b>
<b>Writing</b>		<b>17. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.11-12.7)</b>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. uses research to answer a self-generated question or solve a problem,</li> <li>b. narrows or broadens research when appropriate,</li> <li>c. synthesizes multiple sources, and</li> <li>d. demonstrates understanding of the subject through research.</li> </ul>
		<b>18. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (W.11-12.8)</b>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively,</li> <li>b. assesses the strengths and limitations of each source in terms of the task, purpose, and audience,</li> <li>c. integrates information into the text selectively to maintain the flow of ideas,</li> <li>d. avoids plagiarism and overreliance on any one source, and</li> <li>e. follows a standard format for citation.</li> </ul>
		<b>19. Draw evidence from informational texts to support analysis, reflection, and research. (W.11-12.9)</b>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. critically reads informational texts,</li> <li>b. identifies argument/claim/message in text and then analyzes credibility of source: author, timeliness, publisher, purpose, et cetera,</li> <li>c. assesses whether reasoning is valid and the evidence is relevant,</li> <li>d. identifies false statements and fallacious reasoning, and</li> <li>e. cites evidence from informational text to strengthen their research.</li> </ul>

	<b>Essential Learning Objectives</b>	<b>Performance Indicators</b>
<b>Writing</b>	<p><b>20. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.11-12.10)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. completes various pieces of writing over extended and shorter time frames,</li> <li>b. organizes clear and coherent pieces of writing for a variety of reasons and in a variety of settings, and</li> <li>c. understands that writing pieces are organized and developed based on task, audience and purpose.</li> </ul>

## Addendum #2

### AASD Social Studies Google Sharing Website

At this site educators will find shared files including the DBQ project files.

<https://sites.google.com/a/aasd.k12.wi.us/social-studies/>