

Wallenpaupack Area School District Planned Course Curriculum Guide

Department

Social Studies

Name of Course

American Pop Culture

Course Description:

This course will analyze American pop culture focusing on social themes prevalent through the 1950's to the 2010's. Each unit will be a theme of pop culture with a focus of how American pop cultural events impacted society within each decade. Over the semester, students will learn and investigate pop culture phenomena and how it shaped American identity.

Revision Date:

Nina Colianni
August 2022

Wallenpaupack Area School District Curriculum	
COURSE: American Pop Culture	GRADE/S: 11th and 12th
UNIT: Introduction to Pop Culture	TIMEFRAME: 1-2 days

PA COMMON CORE/NATIONAL STANDARDS:

6.4.9.D (Economics) Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.

5.3.9.H (Civics and Government) Evaluate the importance of freedom of the press and the political influence of mass media.

8.3.9.C (History) Analyze how continuity and change have impacted the United States.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

NATIONAL STANDARDS

II.a. (Time, Continuity, and Change) Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views

VI.h. (Power, Authority and Governance) Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.

VIII.a. (Science, Technology, and Society) Identify and describe examples in which science and technology have changed the lives of people, such as homemaking, childcare, work, and communication.

UNIT OBJECTIVES (SWBATS):

- Define the term *pop culture*
- Identify and give examples of pop culture within American society
- Describe the influences pop culture has on American society
- Describe how shifts in pop culture trends can predict the future
- Understand how pop culture could be used to study history of the past
- Demonstrate how technology is used within the curriculum of this course

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- PowerPoint: *Introduction to Pop Culture*
- Round Robin Group Activity: *Listing Pop Culture Events*
- Unit vocabulary word wall activity

ANCHOR VOCABULARY:

- Music
- Television
- Movies
- Science
- Technology
- Notable Events
- Fashion
- Consumerism

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Pop culture introduction collage
- Personal social studies timeline
- Pop culture article assignment
- *Welcome to Pop Culture* technology assignment

- At the Bells and Exit Tickets

EVIDENCE OF MASTERY/Cut Score (Keystone Exam)

- Students can list examples of pop culture in American society today
- Students can create their own definition of pop culture after reviewing examples within American society
- Students can recognize what events contributed the most to American pop culture by reviewing pop culture moments from the 1950 to the 2010's
- Student can locate a credible article that relates to their pop culture interests
- Students can effectively use and understand technology on their student iPads

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Access to paper copies of all assignments and activities
- Unit notes given in advance
- Examples of projects and activities that require independent work
- Extensions on due dates
- Teacher modeling
- No deduction for spelling and grammar
- Access to resource room to complete projects and assessments
- Use of extra technology
- Chance to re-do assignments and/or activity if needed

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Unit vocabulary word wall
- Student iPads
- Classroom whiteboard
- Introduction to Pop Culture PowerPoint (teacher electronic copy, student electronic copy, paper copy)
- Posters with pop culture examples for round robin activity
- Post-It notes for round robin activity
- Social studies timeline assignment (paper and electronic)
- Pop culture article assignment (paper and electronic)
- Pop culture introduction collage assignment (paper and electronic)
- *Welcome to Pop Culture* assignment (paper and electronic)
- At the Bells and Exit Tickets (paper and electronic)

RESOURCE SPECIFIC VOCABULARY:

- Culture
- Fad
- Trend
- Symbol
- Propaganda
- Collage

Wallenpaupack Area School District Curriculum	
COURSE: American Pop Culture	GRADE/S: 11th and 12th
UNIT 1: Consumerism and Technology	TIMEFRAME: 1.5-2 weeks

PA COMMON CORE/NATIONAL STANDARDS:

6.4.9.D (Economics) Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.

5.3.9.H (Civics and Government) Evaluate the importance of freedom of the press and the political influence of mass media.

8.3.9.C (History) Analyze how continuity and change have impacted the United States.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

NATIONAL STANDARDS

II.a. (Time, Continuity, and Change) Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views

VI.h. (Power, Authority and Governance) Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.

VIII.a. (Science, Technology, and Society) Identify and describe examples in which science and technology have changed the lives of people, such as homemaking, childcare, work, and communication.

UNIT OBJECTIVES (SWBATS):

- Understand how consumerism has played a role in pop culture trends within American Society
- Identify the techniques advertisers use to sell American products
- Compare and contrast trends in advertising from the 1950's to the 2010's
- Recognize what consumer products contributed most to pop culture
- Describe how pop culture is used to influence what consumers buy
- Give examples of technological trends that contributed to pop culture

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Unit vocabulary word wall activity
- PowerPoint: *Consumerism in the United States*
- Video: *Selling the American Way*
- PowerPoint: *1960's Advertising*
- Article: *Birth of Credit Cards*
- Video: *History of Credit Cards*
- Article: *Rise of Consumerism*
- PowerPoint: *Guess the 1980's Artifact*
- Article: *Changing Technology? Help or Hurt?*

ANCHOR VOCABULARY:

- Consumerism
- Advertising
- Disposable Income
- Anti-Consumerism
- Anti-Advertising

- Sexism
- Catalog
- Magazines
- Cultural Advertising
- Psychedelic Advertising
- Advertising to Women
- Misleading Advertising

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- **CDTS (Diagnostic)**
- **Keystones (Summative)**

Introduction to Unit

- Student journal on consumerism/technology pop culture item from a decade of their choice

Throughout Unit

- Student graphic organizer on *1960's Advertising PowerPoint*
- Venn Diagram for article *Birth of Credit Cards* and video *History of Credit Cards*
- WebQuest: *New Technology of the 1980's*
- Primary Source Analysis worksheet for article (*Changing Technology? Help or Hurt?*)
- Group worksheet: *How Tech Savvy Are You?*
- Group Worksheet: *21st Century Cultural Advertising*
- At the Bells and Exit Tickets

End of Unit

- Consumerism and Advertising project

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Students can understand consumerism by describing trends that impacted pop culture
- Students can identify advertising techniques by analyzing various advertisements from the 1950's to the 2010's
- Students can recognize what products contributed most to pop culture by evaluating the product's use and prioritizing its popularity
- Students can justify how pop culture influences what consumers buy
- Students can give examples of technological trends that contributed most to pop culture

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Access to paper copies of all assignments and activities
- Unit notes given in advance
- Examples of projects and activities that require independent work
- Extensions on due dates
- Teacher modeling
- No deduction for spelling and grammar
- Access to resource room to complete projects and assessments
- Use of extra technology
- Chance to re-do assignments and/or activity if needed
- Transcripts for videos

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Unit vocabulary word wall
- PowerPoint: *Consumerism in the United States* (paper and electronic)

- Video: *Selling the American Way* (with transcript)
- PowerPoint: *1960's Advertising* (paper and electronic)
- Student graphic organizer for *1960's Advertising* PowerPoint (paper and electronic)
- Article: *Birth of Credit Cards* (paper and electronic)
- Video: *History of Credit Cards*
- Venn Diagram worksheet for article and video on credit cards (paper and electronic)
- Article: *Rise of Consumerism* (paper and electronic)
- PowerPoint: *Guess the 1980's Artifact* (paper and electronic)
- WebQuest: *New Technology of the 1980's* (paper and electronic)
- Article: *Changing Technology? Help or Hurt?* (paper and electronic)
- National Achieves primary source analysis worksheet for an article *Changing Technology? Help or Hurt?*
- Group Worksheet: *How Tech Savvy Are You?* (Paper and electronic)
- Group Worksheet: *21st Century Cultural Advertising* (paper and electronic)
- Student iPads (to create presentations, video recordings, audio recordings, and pamphlet)
- Classroom whiteboard
- PowerPoint app
- Consumerism unit journal (paper and electronic)
- Consumer and advertising project overview and rubric (paper and electronic)
- At the Bells and Exit Tickets (paper and electronic)

RESOURCE SPECIFIC VOCABULARY:

1950's	1960's	1970's	1980's	1990's	2000's	2010's
<ul style="list-style-type: none"> • Credit Cards • Malls • Barbie • Timex • Volkswagen Beetle • TV Dinners • The Car • McDonalds • Color TV • 1st Computer (Mark I) • Color Television • NASA 	<ul style="list-style-type: none"> • Coca Cola • Pepsi • Walmart • Kmart • Gap • Nike • Mail-Order Catalogs 	<ul style="list-style-type: none"> • People Magazine • KFC • Peanut Pan Peanut Butter • Tanning Salons • Nike Shoes • Walkman • Apple • Chia Pets • MRI Technology • Walkman • Apple Computer • Chia Pets • Pet Rocks 	<ul style="list-style-type: none"> • Wall Street • HSN • Apple • IBM • Compact Discs • Walkman • Personal Computers • Cabbage Patch Kids • Rolling Stone Magazine • USA Today • Mini Vans • Pac Man • Columbia and Challenger • Pac-Man • Atari 	<ul style="list-style-type: none"> • Harry Potter • Beanie Babies • Hot Wheels • Pokémon • Game Boy • Crystal Pepsi • Bubble Tape • Lunchables • Gushers • Baby Bottle Pops • iTunes • World Wide Web • Chat Rooms • Chain Emails • Instant Messenger • Websites • AOL • Cell phones • Car phones • SUV • PlayStation 	<ul style="list-style-type: none"> • Energy Drinks • Fast Food • Social networking • Social Media • Profile • Myspace • Facebook • Greatest Journal • Children's Internet Protection Act • iPod • iPhone • Blackberry • Android • Twitter • Napster • LimeWire • Wii • Xbox • PlayStation 	<ul style="list-style-type: none"> • Virtual Reality • Social Media • Instagram • Facebook • Snap Chat • TikTok • Pinterest • iPad • Tablets • Kindle • Podcasts • Amazon

Wallenpaupack Area School District Curriculum	
COURSE: American Pop Culture	GRADE/S: 11th and 12th
UNIT 2: Television	TIMEFRAME: 1.5-2 weeks

PA COMMON CORE/NATIONAL STANDARDS:

6.4.9.D (Economics) Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.

5.3.9.H (Civics and Government) Evaluate the importance of freedom of the press and the political influence of mass media.

8.3.9.C (History) Analyze how continuity and change have impacted the United States.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

NATIONAL STANDARDS

II.a. (Time, Continuity, and Change) Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views

VI.h. (Power, Authority and Governance) Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.

VIII.a. (Science, Technology, and Society) Identify and describe examples in which science and technology have changed the lives of people, such as homemaking, childcare, work, and communication.

UNIT OBJECTIVES (SWBATS):

- Explain how sitcoms became the most popular types of television shows
- Understand the issue of race within the television industry
- Analyze how new advancements in television played a role in creating new television shows
- Identify pop culture moments within television shows and describe their impacts
- Recognize cultural shifts based on the decade in television shows
- Give examples of the American family and identify their values in television shows
- Explain how the niche television genre impacted and changed the television industry

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Unit vocabulary word wall activity
- PowerPoint: *1950's Television*
- Video: *Leave it to Beaver* and *I Love Lucy* episodes
- Video Clips: *The Adams Family* and *Gilligan's Island*
- Video: *How All in the Family and The Jefferson's Changed Television*
- Video: *All in the Family* and *The Jefferson's* episodes
- PowerPoint: *1990's Television*
- Article: *TIVO*
- Article: *Digital Video Recorder*
- PowerPoint: *Representation on Television*
- Video: *Netflix, Prime, Hulu*

ANCHOR VOCABULARY:

- Video
- Primary Source Analysis
- Gender Roles
- Situational Comedy
- Game Show
- Soap Opera
- Cartoon
- Drama
- Comedy
- Talk Show
- Saturday Morning Cartoon
- Late Night Television
- Analysis
- Race
- Reality Television
- Niche Television
- Representation

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- **CDTS (Diagnostic)**
- **Keystones (Summative)**

Introduction to Unit

- Student journal on television pop culture item from a decade of their choice

Throughout Unit

- Video analysis worksheet for episodes of *Leave It to Beaver* and *I Love Lucy*
- Peardeck: *1960's Television*
- Jigsaw Learning in Groups using the following articles: *5 Things That Changed 60's Television*, *Saturday Morning Cartoons*, *Late Night Television*, *NFL ON Television*, *NFL Hosts 1st Superbowl*
- Venn Diagram for *All in the Family* and *The Jefferson's* episodes
- Concept Map: For *TIVO* and *Digital Video Recorder* articles
- Group Episode Review: *Friends*, *Rugrats*, *In Living Color*, *Iron Chef*, *Xfiles*
- Group Posters: Create advertisement posters for *Netflix*, *Prime*, *Hulu*
- At the Bells and Exit Tickets

End of Unit

- Television Show Project

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Students can explain how sitcoms became the most popular types of television shows analyzing them from the 1950's to the 2010's
- Students can understand the issue of race within television by watching episodes of the *Cosby Show*, *The Fresh Prince of Bel-Air*, *Family Matters*, and *The Jeffersons*
- Students can analyze how new advancements in television played a role in creating new television shows by evaluating television technology from the 1950's to the 2010's
- Students can identify pop culture moments in television by completing a graphic organizer after watching television shows from the 1950's to the 2010's

- Students can recognize cultural shifts within the decades of the 1950's to the 2010's by connecting television show themes with themes in society
- Students can give examples of gender roles and family values by giving examples from television shows
- Students can brainstorm how niche culture impacted and changed television by evaluating various clips of Niche television shows

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Access to paper copies of all assignments and activities
- Unit notes given in advance
- Examples of projects and activities that require independent work
- Extensions on due dates
- Teacher modeling
- No deduction for spelling and grammar
- Access to resource room to complete projects and assessments
- Use of extra technology
- Chance to re-do assignments and/or activity if needed
- Transcript of Videos

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Unit vocabulary word wall
- PowerPoint: *1950's Television* (paper and electronic)
- Video: *Leave it to Beaver* and *I Love Lucy* episodes (with transcript)
- National Achieves video analysis worksheet for episodes of *Leave it to Beaver* and *I Love Lucy*
- Peardeck: *1960's Television* (electronic)
- Video Clips: *The Adams Family* and *Gilligan's Island* (with transcript)
- Group articles *5 Things That Changed 60's Television*, *Saturday Morning Cartoons*, *Late Night Television*, *NFL ON Television*, *NFL Hosts 1st Superbowl* (paper and electronic)
- Video: *How All in the Family and The Jefferson's Changed Television* (with transcript)
- Video: *All in the Family* and *The Jefferson's* episodes (with transcript)
- Venn Diagram for *All in the Family* and *The Jefferson's* episodes (paper and electronic)
- PowerPoint: *1990's Television* (paper and electronic)
- Article: *TIVO* (paper and electronic)
- Article: *Digital Video Recorder* (paper and electronic)
- Concept Map: For *TIVO* and *Digital Video Recorder* articles (paper and electronic)
- Group episode review graphic organizer: *Friends*, *Rugrats*, *In Living Color*, *Iron Chef*, *Xfiles* (paper and electronic)
- PowerPoint: *Representation on Television* (paper and electronic)
- Video: *Netflix, Prime, Hulu* (with transcript)
- Posters for Netflix, Prime, and Hulu group work
- Student iPads (to create presentations, video recordings, audio recordings, and pamphlet)
- Classroom whiteboard
- PowerPoint app
- Peardeck app
- YouTube app
- Episode links
- Television unit journal (paper and electronic)
- Television project overview and rubric (paper and electronic)

- At the Bells and Exit Tickets (paper and electronic)

RESOURCE SPECIFIC VOCABULARY:

1950's	1960's	1970's	1980's	1990's	2000's	2010's
<ul style="list-style-type: none"> • Leave it to Beaver • I Love Lucy • 64,000 Question • 20 Questions • Guiding Light • As the World Turns • Yogi Bear • Looney Toons 	<ul style="list-style-type: none"> • Gunsmoke • Little House on the Prairie • The Price is Right • Jeopardy • Match Game • The Addams Family • Gilligan's Island • Beverly Hillbillies • The Flintstones • The Jetsons • Scooby-Doo • Johnny Carson • American Bandstand • Ed Sullivan • I Dream of Jeanie • The Twilight Zone • The Dating Game • The Andy Griffith Show • Star Trek • Sesame Street • NFL on Fox • 1st Superbowl 	<ul style="list-style-type: none"> • All in the Family • The Jefferson's • Charlie's Angels • Chips • Happy Days • Family Feud • 10,000 Pyramid • The Brady Bunch • The Jefferson's • The Muppet Show • Pink Panther • Schoolhouse Rock • Soul Train • 20/20 • Good Morning America • Sanford and Sun • Watergate Hearings • Monday Night Football • Pink Panther • Schoolhouse Rock • Social Realism 	<ul style="list-style-type: none"> • Golden Girls • Full House • The Cosby Show • LA Law • Miami Vice • Knight Rider • Double Dare • Cops • Family Matters • The Simpsons • Care Bears • Teenage Mutant Ninja Turtle • Opera • David Letterman • Knight Rider • MTV • ABC • NBC • CBS • CNN 	<ul style="list-style-type: none"> • ER • Xfiles • Law and Order • The Real World • Who Wants to be a Millionaire? • Iron Chef • Seinfeld • Friends • Fresh Prince of Bel-Air • Rugrats • Beavis and Butthead • SouthPark • Jerry Springer • Conan O'Brien • TRL • Baywatch • Dawson's Creek • Digital Video Recorder 	<ul style="list-style-type: none"> • The Sopranos • American Idol • Dancing with the Stars • Big Brother • Amazing Race • The Office • Glee • How I Met Your Mother • Fairly Odd parents • Jimmy Neutron • Family Guy • Jimmy Kimmel • Ellen DeGeneres • The Bachelor • Daytime Talk Shows 	<ul style="list-style-type: none"> • Netflix • Prime • Hulu • Breaking Bad • Game of Thrones • This is Us • The Challenge • Ru Paul • 90 Day Finance • Modern Family • Schitt's Creek • Last Man Standing • Jimmy Fallon • James Cordon • Teen Dramas •

Wallenpaupack Area School District Curriculum	
COURSE: American Pop Culture	GRADE/S: 11th and 12th
UNIT 3: Movies	TIMEFRAME: 1.5-2 weeks

PA COMMON CORE/NATIONAL STANDARDS:

6.4.9.D (Economics) Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.

5.3.9.H (Civics and Government) Evaluate the importance of freedom of the press and the political influence of mass media.

8.3.9.C (History) Analyze how continuity and change have impacted the United States.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

NATIONAL STANDARDS

II.a. (Time, Continuity, and Change) Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views

VI.h. (Power, Authority and Governance) Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.

VIII.a. (Science, Technology, and Society) Identify and describe examples in which science and technology have changed the lives of people, such as homemaking, childcare, work, and communication.

UNIT OBJECTIVES (SWBATS):

- Describe how advancements in technology led to changing trends in the movie industry
- Explain the impact major blockbusters had within the entertainment industry
- Discuss how actors and actresses became international celebrities
- Recognize how movie trends are influenced by pop culture

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Unit vocabulary word wall activity
- PowerPoint: *1950's Movies*
- Video Clips: *Peter Pan, Cinderella, Sleeping Beauty*
- PowerPoint: *1960's Movies*
- Video Clips: *Breakfast at Tiffany's, The Sound of Music, Mickey Mouse Club*
- PowerPoint: *1970's Movies*
- Video Clips: *Jaws, Saturday Night Fever, Grease, Superman*
- PowerPoint: *1980's Movies*
- Video Clips: *Ghostbusters, ET, Indiana Jones, Back to the Future*
- PowerPoint: *1990's Movies*
- Video Clips: *Titanic, Toy Storm, Home Alone, Men in Black*
- Article: *Popularity of The Titanic*
- PowerPoint: *2000's Movies*
- Video Clips: *Avatar, Transformers, Shrek 2*
- Article: *Pixar*
- Article: *Disney*

- PowerPoint: *2010's Movies*
- Video Clips: *The Social Network, Toy Story 3, The Karate Kid*

ANCHOR VOCABULARY:

- Romantic Comedy
- Drama
- Comedy
- Horror
- Rating
- Disney
- Pixar

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- **CDTS (Diagnostic)**
- **Keystones (Summative)**

Introduction to Unit

- Student journal on movie pop culture item from a decade of their choice

Throughout Unit

- Graphic Organizer: 1950's Movie Elements
- Movie Review: student choice
- 3,2,1 Graphic Organizer on 60's music clips
- Jigsaw Activity: Primary Source analysis 1960's romantic comedies (Brat Pack)
 - The Breakfast Club
 - Sixteen Candles
 - Pretty in Pink
 - The Outsiders
 - St. Elmo's Fire
- Social Media Profile: Actor/actress/character from 90's movie
- Venn Diagram: *Pixar and Disney* Article
- At the Bells and Exit Tickets

End of Unit

- Drive-In Movie Theater Project

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Students can describe how advancements in technology led to changing trends in the movie industry by comparing and contrasting movies from the earlier decades to the later decades
- Students can explain the impact major blockbusters had within the entertainment industry by analyzing primary and secondary sources
- Students can discuss how actors and actresses became international celebrities by critiquing their acting careers throughout the decades
- Students can recognize how movie trends are influenced by pop culture by connecting movie trends with cultural patterns throughout the decades

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Access to paper copies of all assignments and activities

- Unit notes given in advance
- Examples of projects and activities that require independent work
- Extensions on due dates
- Teacher modeling
- No deduction for spelling and grammar
- Access to resource room to complete projects and assessments
- Use of extra technology
- Chance to re-do assignments and/or activity if needed
- Transcripts for videos

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Unit vocabulary word wall
- PowerPoint: *1950's Movies* (paper and digital)
- Video Clips: *Peter Pan, Cinderella, Sleeping Beauty* (with transcripts)
- Graphic Organizer: *1950's Movie Elements* (paper and digital)
- Movie Review: student choice (paper and digital)
- PowerPoint: *1960's Movies* (paper and digital)
- Video Clips: *Breakfast at Tiffany's, The Sound of Music, Mickey Mouse Club*
- 3,2,1 Graphic Organizer on 60's movie clips (paper and digital)
- PowerPoint: *1970's Movies* (paper and digital)
- Video Clips: *Jaws, Saturday Night Fever, Grease, Superman*
- PowerPoint: *1980's Movies* (paper and digital)
- Video Clips: *Ghostbusters, ET, Indiana Jones, Back to the Future*
- Jigsaw Activity: Primary Source analysis 1960's romantic comedies (Brat Pack) (paper and digital)
 - The Breakfast Club
 - Sixteen Candles
 - Pretty in Pink
 - The Outsiders
 - St. Elmo's Fire
- PowerPoint: *1990's Movies* (paper and digital)
- Video Clips: *Titanic, Toy Storm, Home Alone, Men in Black*
- Article: Popularity of The Titanic (paper and digital)
- Social Media Profile: Actor/actress/character from 90's movie (paper and digital)
- PowerPoint: *2000's Movies* (paper and digital)
- Video Clips: *Avatar, Transformers, Shrek 2*
- Article: *Pixar* (paper and digital)
- Article: *Disney* (paper and digital)
- Venn Diagram: *Pixar and Disney* articles (paper and digital)
- PowerPoint: *2010's Popular Movies* (paper and digital)
- Video Clips: *The Social Network, Toy Story 3, The Karate Kid*
- Student iPads (to create presentations, video recordings, audio recordings, and pamphlet)
- Classroom whiteboard
- PowerPoint app
- Movies unit journal (paper and electronic)
- Drive-in Movie Theater project overview and rubric (paper and electronic)
- At the Bells and Exit Tickets (paper and electronic)

RESOURCE SPECIFIC VOCABULARY:

1950's	1960's	1970's	1980's	1990's	2000's	2010's
<ul style="list-style-type: none"> • Lady and the Tramp • The Wild One • Peter Pan • Cinderella • Sleeping Beauty • Around the World in 80 Days • The Greatest Show on Earth • Marilyn Monroe • Audrey Hepburn • Elizabeth Taylor • Grace Kelly • James Dean • Elvis Presley • Debbie Reynolds • Judy Garland • Kirk Douglas • Frank Sinatra • Den Martin 	<ul style="list-style-type: none"> • Cool Hand Luke • Breakfast at Tiffany's • The Graduate • Psycho • Mary Poppins • Dr. Strangelove • Counterculture Patterns • Rating system • James Bond • Cleopatra • The Mickey Mouse Club • Bonnie and Clyde • The Sound of Music • Mary Poppins • Jack Nicholson • Dustin Hoffman • Julie Andrews • Audrey Hepburn • Elizabeth Taylor • Elvis Presley • The Jungle Book • My Fair Lady • Thunderball • Cleopatra • A Space Odyssey • Guess Who's Coming to Dinner 	<ul style="list-style-type: none"> • Jaws • Young Frankenstein • The Godfather • The Exorcist • Star Wars • Saturday night fever • Grease • The sting • Superman • The exorcist • Smoky and the bandit • National lampoon's animal house • Blazing saddles • Robert Redford • Burt Reynolds • Farrah Fawcett • Al Pacino • Robert De Niro • Jack Nicholson • John Travolta • Olivia Newton-John • Liza Minnelli 	<ul style="list-style-type: none"> • The Breakfast Club • The Brat Pack • Sixteen Candles • ET • Star wars • Batman • Ghostbusters • Beverly hills cop • Back to the future • Indiana jones • Michael J. Fox • Michael Douglas • Bill Murray • Goldie Hawn • Molly Ringwald • Mel Gibson • Harrison Ford • Emilio Estevez • Rob Lowe • Dustin Hoffman • Jane Fonda • Kurt Russell 	<ul style="list-style-type: none"> • Titanic • Forrest Gump • Scream • Toy Story • Star wars • Jurassic park • The lion king • Disney movies • Independence day • The sixth sense • Home alone • Men in black • Leonardo dicaprio • Tom hanks • Tim allen • Bruce willis • Will smith • Kate Winslet • Tom Cruise • Robin Williams • Bruce Willis • Robert De Niro • Al Pacino • Anthony Hopkins • Sean Penn • Tobey Maguire • Melissa Joan Hart • Winona Ryder • Sharon Stone • Jodie Foster • Susan Sarandon • Julia Roberts • Michelle Pfeiffer • Whoopi Goldberg 	<ul style="list-style-type: none"> • Disney • Pixar • Fahrenheit 9/11 • Fast Food Nation • Bowling for Columbine • Harry Potter • The Dark Knight • Castaway • Avatar • The dark night • Shrek 2 • Pirates of the Caribbean • Spider-man • Transformers • The lord of the rings • Spiderman • Cameron Diaz • Meg Ryan • Kate Hudson • Halle Barre • Renee Zellweger • Reese Witherspoon • Lindsay Lohan • Hayden Panettiere • Zac Efron • Heath Ledger • Hilary Swank • Michelle Williams • Matt Damon • Brad Pitt • Will Smith • Ryan Gosling 	<ul style="list-style-type: none"> • Star wars • Avengers • Black panther • Jurassic world • Incredibles 2 • The lion king • Sandra Bullock • Natalie Portman • Jennifer Lawrence • Robert Downey Jr. • Scarlett Johansson • Leonardo DiCaprio • Chris Pratt • Matthew McConaughey • Emma Stone • Tom Hanks • Brad Pitt • Bradley Cooper • Channing Tatum • Tom Holland • Chris Hemsworth • Johnny Depp • Anna Kendrick • Michael B. Jordan • Jamie Foxx • Angelina Jolie • Jonah Hill • Kevin Hart

				<ul style="list-style-type: none"> • Nicole Kidman • Naomi Campbell 	<ul style="list-style-type: none"> • Steve Martin 	
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Wallenpaupack Area School District Curriculum	
COURSE: American Pop Culture	GRADE/S: 11th and 12th
UNIT 3: Music	TIMEFRAME: 1.5-2 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>6.4.9.D (Economics) Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.</p> <p>5.3.9.H (Civics and Government) Evaluate the importance of freedom of the press and the political influence of mass media.</p> <p>8.3.9.C (History) Analyze how continuity and change have impacted the United States.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>NATIONAL STANDARDS</p> <p>II.a. (Time, Continuity, and Change) Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views</p> <p>VI.h. (Power, Authority and Governance) Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.</p> <p>VIII.a. (Science, Technology, and Society) Identify and describe examples in which science and technology have changed the lives of people, such as homemaking, childcare, work, and communication.</p>

<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Identify music shifts/changes due to influences from pop culture • Explain how musicians went from humble beginnings to international celebrities • Recognize how artists used music events to protest and promote change • Identify the styles and genres of music that are most popular in pop culture • Analyze how culture trends in music are reflected in pop culture • Explain how advancements in technology lead to more popularity within the music industry

<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Unit vocabulary word wall • PowerPoint: <i>1950's Music</i> • Article: <i>The King and I</i> • Article: <i>Roll Over Beethoven: Rock and Roll and Pop Cultural War</i>
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- Article: *Yakety Yak Don't Talk Back*
- Video/Audio: Popular 50's songs and performances
- PowerPoint: *1960's Music*
- Virtual Gallery Walk: *Woodstock Music Festival*
- Article: *Hippies Change a Generation*
- Article: *The Hippies Proud Legacy*
- Video/Audio: Popular 60's songs and performances
- PowerPoint: *70's Music*
- Video: *VH1'S NY77: The Coolest Year in Hell*
- Video/Audio: Popular 70's songs and performances
- PowerPoint: *1980's Music*
- Video: 1st video played on MTV
- Article: Pop Music
- Article: Hip Hop and Rap
- Article: Hair Metal
- PowerPoint: *90's Music*
- Audio: *Guess the Song and Artist*
- PowerPoint: 2000's Music
- Video: *Flash Mob*
- Video: *Lip Dub*
- Video/Audio: Popular 2000's songs and performances
- PowerPoint: *2010's Music*
- Video: *Spotify and Apple Music*

ANCHOR VOCABULARY:

- Rock and Roll
- Motown
- Disco
- Funk
- Punk Heavy Metal
- Rap
- Hip Hop
- Grunge
- Country
- Swing
- Alternative Rock
- Pop
- Rock
- Emo
- K Pop
- Electronic Dance
- Country

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- **CDTS (Diagnostic)**
- **Keystones (Summative)**

Introduction to Unit

- Student journal on music pop culture item from a decade of their choice

Throughout Unit

- Schoology Discussion (from the *King and I* article) *What is your definition of the American Dream?*
- Article Review on *Roll Over Beethoven* and *Yakety Yak* articles using Think, Pair, Share strategy
- WebQuest: *Motown Museum*
- KWL: *Woodstock* (complete the K and W)
- Journal Activity: Pretend you attended Woodstock in the 60's
- KWL: *Woodstock* (complete the L)
- Video Check on *VH1'S NY77: The Coolest Year in Hell*
- Stations to complete primary source analysis worksheets on the following articles:
 - Article: *Boogie Nights*
 - Article: *Progressive Rock*
 - Article: *Punk Rock and New Wave*
 - Article: *Funk and Soul*
- Partner Interview: Using articles, pretend you are an 80's musician and create questions and answers
- Graphic Organizer: *Guess the Song and Artist*
- Pamphlet: *Boy Bands and Girl Bands*
- EdPuzzle: For *Spotify* and *Apple Music* Videos
- At the Bells and Exit Tickets

End of Unit

- Music Festival Project

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Students can identify music shift/changes due to influences from pop culture by analyzing the cultural changes in American society from the 1950's to the 2010's
- Students can explain how musicians went from humble beginnings to international celebrities by watching and analyzing primary source articles and videos
- Students can recognize how artists used musical events to protest and promote changes by evaluating the Woodstock Music Festival
- Students can analyze how cultural trends in music are reflected in pop culture by critiquing various songs in multiple genres from the 1950's to the 2010's
- Students can explain how advancements in technology lead to more popularity within the music industry by identifying technology from the 1950's to the 2010's

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Access to paper copies of all assignments and activities
- Unit notes given in advance
- Examples of projects and activities that require independent work
- Extensions on due dates
- Teacher modeling
- No deduction for spelling and grammar
- Access to resource room to complete projects and assessments
- Use of extra technology
- Chance to re-do assignments and/or activity if needed
- Transcripts for videos

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Unit vocabulary word wall
- PowerPoint: *1950's Music* (paper and digital)
- Article: *The King and I* (paper and digital)
- Schoology Discussion (from the *King and I* article) *What is your definition of the American Dream?* (digital via Schoology)
- Article: *Roll Over Beethoven: Rock and Roll and Pop Cultural War* (paper and digital)
- Article: *Yakety Yak Don't Talk Back* (paper and digital)
- Article Review on *Roll Over Beethoven and Yakety Yak* articles using Think, Pair, Share strategy (paper and digital)
- WebQuest: Motown Museum (paper and digital)
- Video/Audio: Popular 50's songs and performances (with transcript)
- PowerPoint: *1960's Music* (paper and digital)
- KWL: *Woodstock* (complete the K and W) (paper and digital)
- Virtual Gallery Walk: *Woodstock Music Festival* (digital)
- Article: *Hippies Change a Generation* (paper and digital)
- Article: *The Hippies Proud Legacy* (paper and digital)
- Journal Activity: Pretend you attended Woodstock in the 60's (paper and digital)
- Video/Audio: Popular 60's songs and performances (digital)
- KWL: *Woodstock* (complete the L) (paper and digital)
- PowerPoint: *70's Music* (paper and digital)
- Video: *VH1'S NY77: The Coolest Year in Hell* (with transcript)
- Video Check on *VH1'S NY77: The Coolest Year in Hell* (paper and digital)
- Stations to complete primary source analysis worksheets on the following articles: (paper and digital)
 - Article: *Boogie Nights*
 - Article: *Progressive Rock*
 - Article: *Punk Rock and New Wave*
 - Article: *Funk and Soul*
- Video/Audio: Popular 70's songs and performances (with transcript)
- PowerPoint: *1980's Music* (paper and digital)
- Video: 1st video played on MTV (with transcript)
- Article: *Pop Music* (paper and digital)
- Article: *Hip Hop and Rap* (paper and digital)
- Article: *Hair Metal* (paper and digital)
- Partner Interview worksheet (paper and digital)
- Video/Audio: Popular 80's songs and performances (with transcript)
- PowerPoint: *90's Music* (paper and digital)
- Audio: *Guess the Song and Artist* (with transcript)
- Graphic Organizer: *Guess the Song and Artist* (paper and digital)
- Pamphlet: *Boy Bands and Girl Bands* (paper and digital)
- PowerPoint: *2000's Music* (paper and digital)
- Video: *Flash Mob* (with transcript)
- Video: *Lip Dub* (with transcript)
- Video/Audio: Popular 2000's songs and performances (with transcript)
- PowerPoint: *2010's Music* (paper and digital)
- Video: *Spotify and Apple Music* (with transcript)

- EdPuzzle: For *Spotify and Apple Music* Videos (digital)
- Student iPads (to create presentations, video recordings, audio recordings, and pamphlet)
- Classroom whiteboard
- PowerPoint app
- Music unit journal (paper and electronic)
- Music festival project overview and rubric (paper and electronic)
- At the Bells and Exit Tickets (paper and electronic)

RESOURCE SPECIFIC VOCABULARY:

1950's	1960's	1970's	1980's	1990's	2000's	2010's
<ul style="list-style-type: none"> • Elvis Presley • Rockabilly • Grand Ole Opry • Frank Sinatra • The Day Music Died • Chuck Berry • Jerry Lee Lewis • Bill Hailey and the Comets • Disc Jockeys • Top 40 • Bing Crosby • Doris Day • Hank Williams • Bobby Darin 	<ul style="list-style-type: none"> • Bob Dylan • The Beatles • Jimi Hendrix • James Brown • Aretha Franklin • Rolling Stone • Led Zeppelin • Woodstock • British Invasion • Protest Music • The Beatles • The Rolling Stones • The Who • Tom Jones • Motown Sound • Diana ross • Marvin Gaye • Aretha Franklin • Stevie Wonder • The Beach Boys • The Doors • Jimi Hendrix • Pink Floyd • Janis Joplin • Led Zeppelin 	<ul style="list-style-type: none"> • Queen • AC/DC • Aerosmith • Sugar Hill Gang • The Eagles • Kiss • Jackson 5 • KISS • Rolling Stones • Marvin Gaye • The Sex Pistols • Elton John • Fleetwood Mac • Chicago • The Temptations • ZZ Top • Earth, Wind, and Fire • Lynyrd Skynyrd • The Beach Boys 	<ul style="list-style-type: none"> • Wham! • Cindy Lauper • Journey • Prince • Men at Work • David Bowie • The Police • Michael Jackson • Hair Bands • New Kids on the Block • Run DMC • Exercise Music • Madonna • The Police • Guns N' Roses • Queen • Def Leppard • Bon Jovi • The Pretenders • Olivia Newton-John • Tina Turner • Sinead O'Connor • Diana Ross • Dolly Parton 	<ul style="list-style-type: none"> • Boy Bands • Girls Bands • Nirvana • Lollapalooza • Smashing Pumpkins • Green Day • Backstreet Boys • NSYNC • 98 degrees • Britney Spears • Christina Aguilera • Destiny Child • TRL • Rap • Vanilla Ice • 2 Pac • The Notorious BIG • Pearl Jam • Nirvana • Sound Garden • O-Town • Boys II Men • Spice Girls • Dixie Chicks • Mariah Carey • Celine Dion • Atlantis • Morrissette 	<ul style="list-style-type: none"> • Dashboard Confessional • Death Cab for a Cutie • Fall Out Boy • Green Day • Blink 182 • Taylor Swift • Carrie Underwood • Lip Dub • Flash Mobs • Boy Bands • Girl Bands • Eminem • Backstreet Boys • NSYNC • Britney Spears • Beyonce • Jay-Z • Shania Twain • Janet Jackson • Jennifer Lopez • Avril Lavigne • The Jonas Brothers • Simple Plan • Garth Brooks • Tim McGraw • Rascal Flatts • Keith Urban • Usher 	<ul style="list-style-type: none"> • Apple Music • Spotify • One Direction • Taylor Swift • Beyonce • Ariana Grande • The Weeknd • Lady Gaga • Kanye West • Ed Sheeran • Drake • Miley Cyrus • Carrie Underwood • Florida Georgia Line • Luke Bryan • Katy Perry • Kenny Chesney • Kelly Clarkson • BTS • Michael Bublé • Justin Bieber • Bruno Mars • Rihanna • Kelly Clarkson • Fifth Harmony

Wallenpaupack Area School District Curriculum	
COURSE: American Pop Culture	GRADE/S: 11th and 12th
UNIT: Fashion	TIMEFRAME: 1.5-2 weeks

PA COMMON CORE/NATIONAL STANDARDS:

6.4.9.D (Economics) Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.

5.3.9.H (Civics and Government) Evaluate the importance of freedom of the press and the political influence of mass media.

8.3.9.C (History) Analyze how continuity and change have impacted the United States.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

NATIONAL STANDARDS

II.a. (Time, Continuity, and Change) Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views

VI.h. (Power, Authority and Governance) Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.

VIII.a. (Science, Technology, and Society) Identify and describe examples in which science and technology have changed the lives of people, such as homemaking, childcare, work, and communication.

UNIT OBJECTIVES (SWBATS):

- Describe how hippie fashion dominated the 1960's
- Describe how fashion impacted the entertainment industry
- Compare and contrast trends in fashion from the 1950's to the 2010's
- Examine the changes in fashion as a result of culture
- Analyze how celebrities have a major impact on major fashion trends through the decades

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Unit vocabulary word wall activity
- PowerPoint: *1950's Fashion*
- Article: *Modern 50's Fashion*
- Video: *Top 10 Defining Trends of the 80's*
- Video: *Origin of the 80's Ascetic*
- PowerPoint: *90's Fashion*
- Video: *Best Fashion Moments from Friends*

- PowerPoint: *2000's Fashion*
- Video: *Cringeworthy Fashion Trends*
- PowerPoint: *2010's Fashion*
- Stations: 2010's fashion trends

ANCHOR VOCABULARY:

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- **CDTS (Diagnostic)**
- **Keystones (Summative)**

Introduction to Unit

- Student journal on fashion pop culture item from a decade of their choice

Throughout Unit

- Discussion question: *Compare and contrast 50's fashion trends to trends in fashion today*
- Visualize: Illustrate summary of *Modern 50's Fashion* article
- WebQuest: *1960's Fashion*
- Flyer: What to wear to Woodstock
- Peardeck: *1970's Fashion*
- EdPuzzle: *Trends of the 70's*
- Picture Collage: *1980's Fashion Trends*
- Student iPads (to create presentations, video recordings, audio recordings, and pamphlet)
- Classroom whiteboard
- PowerPoint app
- Fashion Project overview and rubric (paper and electronic)
- At the Bells and Exit Tickets

End of Unit

- Decades Fashion Project

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Students can describe how hippie fashion dominated the 1960's by recognizing hippie fashion items in 1960's society
- Students can describe how fashion impacted that entertainment industry by giving examples of celebrity fashion icons
- Students can compare and contrast trends in fashion from the 1950's to the 2010's by analyzing primary and secondary sources
- Students can examine the changes in fashion as a result of culture by assembling popular fashion trends by decade

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Access to paper copies of all assignments and activities
- Unit notes given in advance
- Examples of projects and activities that require independent work
- Extensions on due dates
- Teacher modeling
- No deduction for spelling and grammar
- Access to resource room to complete projects and assessments
- Use of extra technology
- Chance to re-do assignments and/or activity if needed
- Video transcript

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Unit vocabulary word wall
- PowerPoint: *1950's Fashion* (paper and electronic)
- Discussion question: *Compare and contrast fashion trends from the 1950's and today* (electronic through Schoology)
- Article: *Modern 50's Fashion* (paper and electronic)
- Visualize: Illustrate summary of *Modern 50's Fashion* article (paper and electronic)
- WebQuest: *1960's Fashion* (paper and electronic)
- Flyer: *What to wear to Woodstock* (paper and electronic)
- Peardeck: *1970's Fashion* (electronic)
- EdPuzzle: *Trends of the 70's* (with transcript)
- Picture Collage: *1980's Fashion Trends* (paper and electronic)
- Video: *Top 10 Defining Trends of the 80's* (with transcript)
- Video: *Origin of the 80's Ascetic* (with transcript)
- PowerPoint: *90's Fashion* (paper and electronic)
- Video: *Best Fashion Moments from Friends* (with transcript)
- PowerPoint: *2000's Fashion* (paper and electronic)
- Video: *Cringeworthy Fashion Trends* (with transcript)
- PowerPoint: *2010's Fashion* (paper and electronic)
- Stations: *2010's Fashion Trends* (primary source examples and analyzing sheets)
- Student iPads (to create presentations, video recordings, audio recordings, and pamphlet)
- Classroom whiteboard
- PowerPoint app
- Fashion unit journal (paper and electronic)
- Fashion decades project overview and rubric (paper and electronic)
- At the Bells and Exit Tickets (paper and electronic)

RESOURCE SPECIFIC VOCABULARY:

1950's	1960's	1970's	1980's	1990's	2000's	2010's
<ul style="list-style-type: none"> • Polos • Khakis • Gender Roles • Masculinity • Feminism • Vogue • Slim Suits • Skinny Ties • Letterman Jackets • Bowling Shirts • Saddle Shoes • Chunky Glasses • Suede Shoes • White T-Shirt 	<ul style="list-style-type: none"> • Bell Bottom Jeans • Peace Symbols • Vests • "Granny" Sunglasses • "Beatles" Haircut • Steve McQueen • The Beatles • Conservative Suit • Wide Ties • Shoulder Pads • Double-Breasted Suit • Plaids • Longer Hair 	<ul style="list-style-type: none"> • Disco Jumpsuits • Freedom • Robert Plant • Roger Moore • John Travolta • Disco Suit • Robert Redford • Turtlenecks • Polyester Jumpsuits • Fringe Jackets • Maxi Dresses • Tunic Shirts • Headlands • Long skirts 	<ul style="list-style-type: none"> • Yuppies • Pressed Suits • Designer Fashion • Reflective Television • MTV • Big Hair • Miami Vice • Don Johnson • Phillip Michael • Causal T-Shirts • Designer Jackets • Hawaiian Shirts • Sports Jackets 	<ul style="list-style-type: none"> • The Rachel • Champion Jerseys • Sneaker Culture • Musical Influences • Kurt Cobain • Michael Jackson • Justin Timberlake • Snapback Hat • Overalls • Biker Jackets • Turtlenecks • Bandanas • Cargo Pants • Baggy Jeans • Windbreakers • Bucket Hats 	<ul style="list-style-type: none"> • Boyband and Girl band looks • Crop Tops • Baggy Shirts • Body Jewelry • Camo Prints • Bohemian • Yoga pants • Low-Rise Jeans • Capri Pants • Chunky Belts • Aviator Sunglasses • Ballet Flats • Platform Boots • Bootcut Jeans • Cargo Shorts 	<ul style="list-style-type: none"> • Entertainment Influences • Toms' Shoes • Nikes • Vans • Athleisure • Skinny Jeans • Ripped Jeans • Gen Z • Gym Outfits • Yoga Pants • The Royal Effect • Street Style • VSCO girls • Tik Tok • High Waisted Pants • Cropped Pants • Music T-Shirts • Rainboots

<ul style="list-style-type: none"> • Converse • High-Waisted Pants • Hipster • Poodle Skirts • Ultra-Feminine • Christian Dior • New Look • Formal • Cocktail Dress • James Dean • Cat-Eye Sunglasses • Cardigan • Velcro • Levi jeans • Pencil Skirt • High-Waisted Pants • Kitten Heals • Peals • Greaser Look • The Fonz • Leather Jackets • Converse • Ivy League 	<ul style="list-style-type: none"> • Sweater Vests • Knit Shirts • Leisure suit • Swing Dresses • Crop Pants • Flare Jeans • Tie-Dye • Headbands • Jackie Kennedy • Doc Martens • Mini Skirts • Clamdiggers • Pixie Haircut • The Nehru • Prince Charles haircut • Chanel Suit • Bouffant Hairstyle • Pillbox Hat • JFK • Flower Patterns • Bandanas 	<ul style="list-style-type: none"> • Roller-Skates • Bellbottoms • Go-go Boots • Tracksuits • Platform Shoes • Mood Rings 	<ul style="list-style-type: none"> • Eddie Murphy • Leather Jackets • Gym Clothes • Exaggerated Hairstyles • Puffy Sleeves • Padded Shoulders • Princess Diana • Dallas • Dynasty • Neon 	<ul style="list-style-type: none"> • Graphic Tees • Middle Part • Spiky Hair • Bleached Tips • Versace • Tommy Hilfiger • Little Black Dress • Patent Leather • Acid Wash Jeans • Platform Shoes • Skirt Suits • Halter Top • Headbands • Butterfly Hairclips • Old Navy 	<ul style="list-style-type: none"> • Classic Rock T-shirts • Henley's • Popped Collars • Camisoles • Miniskirts • Baby Doll Dresses • Sweater Dress • Ed Hardy T-Shirts • V-neck Sweaters • Converse • Vans • Bubble Jackets • Puffer Vests • Tracksuit • Ugg Boots • Charity Wristbands • Crocs • Clogs • American Eagle • Aeropostale • Abercrombie • Hollister 	<ul style="list-style-type: none"> • Jean Shorts • Crop Tops • Crocs
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Wallenpaupack Area School District Curriculum	
COURSE: American Pop Culture	GRADE/S: 11th and 12th
Unit: Notable Events	TIMEFRAME: 1.5-2 weeks

PA COMMON CORE/NATIONAL STANDARDS:

6.4.9.D (Economics) Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.

5.3.9.H (Civics and Government) Evaluate the importance of freedom of the press and the political influence of mass media.

8.3.9.C (History) Analyze how continuity and change have impacted the United States.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

NATIONAL STANDARDS

II.a. (Time, Continuity, and Change) Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views

VI.h. (Power, Authority and Governance) Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.

VIII.a. (Science, Technology, and Society) Identify and describe examples in which science and technology have changed the lives of people, such as homemaking, childcare, work, and communication.

UNIT OBJECTIVES (SWBATS):

- Compare and contrast notable events in society from the 1950's to the 2010's
- List what scandals dominated the media from the 1950's to the 2010's
- Describe how social movements involve equal rights
- Make predictions for the future based on knowledge of notable events in American culture

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Unit vocabulary word wall activity
- 50's Video: *1950's Rules*
- Video: *Culture Youth*
- Article: *Teenager*
- PowerPoint: *1960's Notable Events*

- Video: *Disneyland Opens*
- Jigsaw Learning: Using the articles:
 - Article: *A Loss of Innocence*
 - Article: *A Women's Place*
 - Article: *He Had a Dream*
- Video: *Pop Art*
- PowerPoint: *1960's Counterculture*
- PowerPoint: *1970's Notable Events*
- PowerPoint: *1980's Notable Events*
- Video: Queen performing at Live Aid
- Video: *AIDS: A Pop Culture*
- PowerPoint: *1990's Notable Events*
- Video: Clips of events surrounding the Death Princess Diana
- Video Clips: OJ Simpson car chase
- Article: *Y2K*
- PowerPoint: *2000's Notable Events*
- Article: *Drugs in Sports*
- Article: *Fad Diets*
- Article: *A Million Little Cultural Pieces*
- Video: *2000's Recap*

ANCHOR VOCABULARY:

- Gender Roles
- Baby Boom
- Nuclear Family
- Teenager
- Conformity
- Counterculture
- Feminism
- Terrorism
- Scandal
- Assassination
- Hurricane
- Benefit
- March

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- **CDTS (Diagnostic)**
- **Keystones (Summative)**

Introduction to Unit

- Student journal on notable event pop culture item from a decade of their choice

Throughout Unit

- Diary Entry: Travel back in time to the 1950's
- DBQ: *Babyboomer Generation*
- KWL: *Teenagers*
- Jigsaw Learning (using the following articles)
 - Article: *A Loss of Innocence*

- Article: *A Women's Place*
- Article: *He Had a Dream*
- Picture primary source analysis: View from the Moon
- Create magazine/newspaper article on Legacy of Elvis Presley
- Concept Map: Impact of AIDS based on videos of Queen at Live Aid and *AIDS: A Pop Culture*
- Analyze Princess Diana and OJ Simpson videos
- Discussion question: *Why was Y2K a threat for technology?*
- Press Conference Activity: Write a press conference speech on a notable 90's event
- Venn Diagram: For articles *Drugs in Sports* and *Fad Diets*
- 3,2,1 activity for *A Million Little Cultural Pieces* article and *2000's Recap* video
- Social Media Profile: Create a social media profile for a notable 90's celebrity
- Stations learning about the following 2010's events through primary sources:
 - Ice Bucket Challenge
 - Frye Festival
 - College Admissions Scandal
 - Boston Bombing
 - Assassination of Osama bin Ladin
 - Gabrielle Giffords Shooting
 - Hurricane Sandy
 -
- At the Bells and Exit Tickets (paper and electronic)

End of Unit

- Notable Events project (Create a Newspaper/Magazine)

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Students can compare and contrast notable events from the 1950's to the 2010's by interpreting the events in a Venn Diagram
- Students can identify scandals that dominated the media from the 1950's to the 2010's by analyzing primary and secondary sources
- Students can describe how social movements involve equal rights by identifying protest movements and campaigns throughout the decade
- Students can make predictions based on knowledge of notable events in American culture by making cultural connections to the decades

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Access to paper copies of all assignments and activities
- Unit notes given in advance
- Examples of projects and activities that require independent work
- Extensions on due dates
- Teacher modeling
- No deduction for spelling and grammar
- Access to resource room to complete projects and assessments
- Use of extra technology
- Chance to re-do assignments and/or activity if needed
- Transcripts of videos

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Unit vocabulary word wall

- 50's Video: *1950's Rules* (with transcript)
- Video: *Culture Youth* (with transcript)
- Diary Entry: Travel back in time to the 1950's (paper and digital)
- DBQ: *Baby Boom Generation* (paper and digital)
- KWL: *Teenagers* (paper and digital)
- Article: *Teenager* (paper and digital)
- PowerPoint: *1960's Notable Events* (paper and digital)
- Video: *Disneyland Opens* (with transcript)
- Jigsaw Learning: Using the articles: (paper and digital)
 - Article: *A Loss of Innocence*
 - Article: *A Women's Place*
 - Article: *He Had a Dream*
- Picture primary source analysis: *View from the Moon* (paper and digital)
 - Video: Pop Art (with transcript)
 - Project: Create your own Pop Art (paper and digital)
 - PowerPoint: *1960's Counterculture* (paper and digital)
 - PowerPoint: *1970's Notable Events* (paper and digital)
 - Create magazine/newspaper article on *Legacy of Elvis Presley* (paper and digital)
 - PowerPoint: *1980's Notable Events* (paper and digital)
 - Video: Queen performing at Live Aid (with transcript)
 - Video: *AIDS: A Pop Culture* (with transcript)
 - Concept Map: Impact of AIDS based on videos of Queen at Live Aid and *AIDS: A Pop Culture* (paper and digital)
 - PowerPoint: *1990's Notable Events* (paper and digital)
 - Video: Clips of events surrounding the Death Princess Diana (with transcript)
 - Video Clips: OJ Simpson car chase (with transcript)
 - Analyze Princess Diana and OJ Simpson videos (paper and digital)
 - Article: Y2K (paper and digital)
 - Discussion question: *Why was Y2K a threat for technology?* (digital through Schoology)
 - Article: *Nineties in America* (paper and digital)
 - Press Conference Activity: Write a press conference speech on a notable 90's event (paper and digital)
 - PowerPoint: *2000's Notable Events* (paper and digital)
 - Article: *Drugs in Sports* (paper and digital)
 - Article: *Fad Diets* (paper and digital)
 - Venn Diagram: For articles *Drugs in Sports* and *Fad Diets* (paper and digital)
 - Article: *A Million Little Cultural Pieces* (paper and digital)
 - Video: *2000's Recap* (with transcript)
 - 3,2,1 activity for *A Million Little Cultural Pieces* article and *2000's Recap* video (paper and digital)
 - Social Media Profile: Create a social media profile for a notable 90's celebrity (paper and digital)
 - Stations learning about the following 2010's events through primary sources: (paper and digital)
 - Ice bucket challenge
 - Fyre Festival
 - College Admissions Scandal

- Boston Bombing
- Assassination of Osama bin Ladin
- Gabrielle Giffords Shooting
- Hurricane Sandy
- Student iPads (to create presentations, video recordings, audio recordings, and pamphlet)
- Classroom whiteboard
- PowerPoint app
- Notable events unit journal (paper and electronic)
- Notable Events newspaper/magazine project overview and rubric (paper and electronic)
- At the Bells and Exit Tickets (paper and electronic)

RESOURCE SPECIFIC VOCABULARY:

1950's	1960's	1970's	1980's	1990's	2000's	2010's
<ul style="list-style-type: none"> ● 1950's Gender Roles ● Baby Boom ● Levittown's and William Levitt ● Nuclear Family ● Teenager ● Conformity ● Disney Land ● American Dream ● Queen Elizabeth II ● 1ST polio vaccine 	<ul style="list-style-type: none"> ● Generation Gap ● Pop Art ● Counterculture ● Hippies ● Anti-War ● Feminism ● The Moon ● Baby Boomers ● Measles Vaccine 	<ul style="list-style-type: none"> ● Bicentennial ● Feminism ● Clean Air Act ● Earth Day ● Death of Elvis ● Death of Janis Joplin and Jimi Hendrix ● Me Decade 	<ul style="list-style-type: none"> ● Generation X ● AIDS ● Live Aid ● Exercise Culture and Richard Simmons ● Beatles Disbanded ● NASA ● IVF ● MRI Scanner ● Barcode ● Wedding of Prince Charles and Princess Diana ● John Lennon ● Baby Jessica 	<ul style="list-style-type: none"> ● Death of Princess Diana ● Columbine ● MTV Rock the Vote ● World Trade Center Bombings ● OJ Simpson Trial ● Cloning Dolly ● Y2K ● Justin and Britney 	<ul style="list-style-type: none"> ● 9/11 ● Terrorism ● Drugs in Sports ● Diets ● No Child Left Behind ● Hurricane Katrina ● Live 8 Concert ● Michael Jackson ● Hudson river plane crash ● Kanye and Taylor 	<ul style="list-style-type: none"> ● Gabrielle Giffords ● Osama bin Laden Assassinated ● Hurricane Sandy ● Boston Marathon ● Me Too movement and Harvey Weinstein ● Prince Williams and Kate Middleton ● Death of Whitney Huston ● Ice bucket Challenge ● Death of David Bowie, Carrie Fisher, and Prince ● Hamilton ● Colin Kaepernick ● Frye Festival ● College Admission Scandal ● Women's March

