

American Values in Film and Music: Core Values

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze reciprocal relationships among individuals, groups, and society in order to explain impact on social structures. - Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Soc.7.9-12. Cite examples of how culture influences the individuals in it. - Soc.10.9-12. Analyze how social structures and cultures change. - Soc.13.9-12. Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups. - Soc.15.9-12. Identify common patterns of social inequality. - His.2.9-12. Analyze change and continuity in historical eras. - His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. - His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. - His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. - His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.	Transfer	
	<i>Students will be able to independently use their learning to make informed decisions based on their understanding of the reciprocal impact between mass media and US culture and society.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - social structure and culture work in tandem to shape societies, but are not completely rigid. - all individuals are impacted by social change, which refers to the transformation of culture, social institutions, and social structure over time. - individual and group identity is socially constructed through relationships with significant individuals, groups, and society as a whole. - major social and historical events can be a force in socializing entire generational groups.	ESSENTIAL QUESTIONS Does media have a stronger influence on culture and society or does culture and society have a stronger influence on media?
	Acquisition	
	<i>Students will know...</i> - that mass media can reflect or redefine our concepts of culture and society. - that America has melded European, African, and Asian cultures to create a unique cultural experience. - that mass media has the power to enforce, embolden, critique, or subdue societal or cultural values. - that we are able to construct social meanings from informal production, formal productions, and dramatic performances and relate these to current personal, national, and international issues. - that mass media often describes the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.	<i>Students will be skilled at...</i> - citing examples of the influences of culture on individuals. - identifying the characteristics of groups and their reciprocal relationships. - identifying common patterns. - analyzing change and continuity over time. - analyzing influences on historical perspectives. - analyzing the relationship between primary and secondary sources. - critiquing secondary sources. - analyzing the factors that influence the changing perspectives of people throughout time.

	• that perceptions, attitudes, values, and beliefs of a society play an important role in the development of personal identity. • the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self. • that the value of cultural diversity, as well as cohesion, within and across groups. • that there are cultural responses to persistent human issues. <u>vocabulary:</u> freedom of speech, altruism, <i>The American Dream</i>, censorship, justice system, nuclear family, extended family, hate crimes, dysfunction, legislation, social class, chivalry, identity, bias, prejudice, slant	
Content Area Literacy Standards		21 st Century Skills
• RH.11-12.2 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. • RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. • RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. • RH.11-12.7 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.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources • WHST.11-12.6 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. • WHST.11-12.7 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. • WHST.11-12.8 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. • WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.		• <i>think creatively</i> • <i>communicate clearly</i> • <i>collaborate with others</i> • <i>analyze media</i> • <i>interact effectively with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	