

American Values in Film and Music: Peripheral Values

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze reciprocal relationships among social institutions and culture in order to explain impact on the individual. - Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time. - Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action. - 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.3.9-12. Identify how social context influences individuals. - Soc.10.9-12. Analyze how social structures and cultures change. - Soc.15.9-12. Identify common patterns of social inequality. - Soc.16.9-12. Interpret the effects of inequality on groups and individuals. - Soc.17.9-12. Analyze why the distribution of power and inequalities can result in conflict. - His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. - 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.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. - His.14.9-12. Analyze multiple and complex causes and effects of events in the past. - D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. - D4.7.9-12. Assess options for individual and collective action to	Transfer	
	Students will be able to independently use their learning to make informed decisions based on their appreciation for the diversity of American values.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - major social and historical events can be a force in socializing entire generational groups. - social structure and culture work in tandem to shape societies, but are not completely rigid. - active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; and take constructive, collaborative action.	ESSENTIAL QUESTIONS What is the American value system?
	Acquisition	
	Students will know... - what defines the American self. - the internal and external factors that contribute to the concepts of "an American". - how the "American Experience" has contributed to the mutation from European viewpoints to American viewpoints. - the distinct features of an American film as opposed to a European or Asian film. - the impact that modern society has on the music that is generated during a specific time period. - American values change and mutate with historical and societal changes. - that individual and collective experiences, or nurture, shape one's perception of one's values. - that Americans inexorably try to define right and wrong, but our diversity often prevents us from coming to a consensus. - of the following key players, places, events, and/or ideas: - Americanism, Rock n' Roll, Motown	Students will be skilled at... - identifying the influences of social context. - citing examples of the influences of culture on individuals. - analyzing change and continuity over time. - identifying common patterns. - interpreting impact. - analyzing cause and effect relationships. - evaluating the context in which historical events occurred. - analyzing the influence of context on perspective. - explaining how present perspectives influence interpretations of history. - taking informed action. - analyzing the factors that influence the changing perspectives of people throughout time.

address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	<u>vocabulary:</u> karma, culture, dogma, agenda, bias, connotation, conservative, dichotomy, dilemma, ethics, ethnic, ideology, influence, insular, irony, isolate, justify, juxtaposition, liberal, metaphor, objective, oppression, overt, oxymoron, perspective, persuade, persuasion, platform, prejudice, satire, sensationalize, simile, slant, sociological, stratify, subliminal, substantiate	
Content Area Literacy Standards	21st 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	