

Pop Culture: Interests and Image

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 analyze reciprocal relationships among individuals, groups, and society in order to explain impact on social structures. - 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.2.9-12. Define social context in terms of the external forces that shape human behavior. - Soc.3.9-12. Identify how social context influences individuals. - Soc.6.9-12. Identify the major components of culture. - Soc.7.9-12. Cite examples of how culture influences the individuals in it. - Soc.8.9-12. Identify important social institutions in society. - Soc.9.9-12. Explain the role of social institutions in society. - Soc.10.9-12. Analyze how social structures and cultures change. - Soc.11.9-12. Analyze the influence of the primary agents of socialization and why they are influential. - 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.14.9-12. Explain how in-group and outgroup membership influences the life chances of individuals and shapes societal norms and values. - 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. - Eco.10.9-12. Use current data to explain the influence of changes in	Transfer	
	Students will be able to independently use their learning to make informed decisions based on their understanding of how individuals and societies are all shaped by their exposure to fads, advertisements, and all forms of media.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - history is interpretive; and people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. - no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. - 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. - group memberships and identities provide or deny certain opportunities and power. - 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 - Do fads, advertisements, and media impact an individual’s feeling of self-worth? - Does the media shape or reflect popular culture?
	Acquisition	
Students will know... - the components of and different levels of culture. - that high culture and popular culture can often be interchangeable. - reasons why certain terms/concepts fit under the heading “popular culture.” - some symbols of mass culture. - examples of fads and their impact. - the ways in which a fad starts and reasons for its	Students will be skilled at... - defining social context. - identifying the influences of social context. - citing examples of the influences of culture on individuals. - identifying and explaining the role of social institutions. - analyzing change over time. - explaining and analyzing historical and other	

spending, production, and the money supply on various economic conditions. • 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 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.	demise. • factors of which influence the popularity of social media sources. • the ways in which the digital age is undermining the traditional role of tastemakers. • the different types and forms of advertising. • the influences and impact of advertising. • the effects of advertisement on consumer spending. • the role of the digital age on the individual, economy, consumer spending, gender, age, & social standing. • that Internet culture has changed the way we communicate, interact, and build relationships. • the impact of the media on popular culture. • that media outlets are often biased and reflect diverse perspectives. • the bias and perspectives of media and their influence on popular culture. (NBC vs. Comedy Central, etc) • the evolution and shifting role of radio from the 20th Century to the 21st Century. • some examples of reality television. • how the role of reality television shows and movies have changed over time. • the impact of the Internet on popular culture. • that the internet culture allows creators to bypass gatekeepers. • <u>of</u> the following key players, places, events, and/or ideas: ○ Sirius Radio, I Heart Radio, MTV, VH1, Facebook, Twitter, Instagram, Youtube, Myspace, Instagram <u>vocabulary:</u> popular culture, high culture, culture, mass culture, fad, advertisement, tastemakers, digital age, internet culture, persuasion, bandwagon, emotional appeal, sexual appeal, puffery, newsworthy, gatekeepers, commentary, op-ed, editorials, AM vs. FM, mass media, reality TV, social media	influences. • identifying characteristics of groups and their reciprocal relationships. • evaluating the impact of historical context. • analyzing influences on historical perspectives. • utilizing economic data to draw conclusions. • taking informed action.
Content Area Literacy Standards		21st Century Skills

- RH.11-12.1 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.
- 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.11-12.4 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 *faction* in *Federalist* No. 10).
- 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.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 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.11-12.1 Write arguments focused on *discipline-specific content*.
- WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.

- *access media*
- *communicate clearly*
- *collaborate with others*
- *make judgments and decisions*

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	