

**Wallenpaupack Area School District
Planned Course Curriculum Guide**

**Department
Social Studies**

**Name of Course
American Pop Culture in the 20th Century**

Course Description:

This course will analyze American Pop Culture focusing on social themes prevalent through the 1920's to present day. Themes will be studied chronologically by decade with a focus on how cultural events impacted society then and now. Over the semester students will learn and investigate pop culture phenomena and how they shaped American Identity.

Revision Date:

July 2019

Wallenpaupack Area School District Curriculum	
COURSE: American Pop Culture in the 20 th Century	GRADE/S: 11 th and 12 th
UNIT 1: The Roaring 20's	TIMEFRAME: 1- 1.5 weeks

PA COMMON CORE 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):

- Examine propaganda and analyze types used in consumerism in the 1920's.
- Connect how culture in the roaring 20's impacted society
- Illustrate how the social and political movements of the 1920's is connected
- Analyze the impact of media during the 1920's and discuss how it was displayed throughout the United States

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Instructional Activities

Introduction to propaganda

- Types
- False Propaganda
- How it was used in consumerism

Culture in the Roaring 20's

- Music, fashion, movies, television, sports and radio

Politics and Social Movement

- How the media portrayed these
- How society was impacted

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

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

Introduction to Unit

- Journaling about anything relating to the 1920's (student choice)

Throughout Unit

- Online discussion posts
- PowerPoint Presentations
- Posters

-Debates

End of the Unit

-Project on theme covered throughout the unit (chosen by student)

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Students will come up with their own examples of propaganda and be able to distinguish between the different types
- Students will understand the culture of the 1920's by providing examples in fashion and entertainment
- Students will be able to describe the social and political movements of the 1920's by discussing them through class discussion and debate

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

- Handouts on propaganda types before the lesson is presented
- Pre-selected examples of fashion and entertainment of the 1920's
- Selected handouts and videos that help describe the social and political movements of the 1920's.

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

- Whiteboard to describe propaganda types
- Use of computers for students to create presentations with examples of culture during the 1920's
- Online discussion posts for students to discuss the political and social movements of the 1920's.
- Videos with examples of entertainment during the 1920's.

RESOURCE SPECIFIC VOCABULARY:

Advertisement, Jazz, Broadway, Fashion, Gender, Race, Socioeconomic Status, Prohibition, Harlem Renaissance, Immigration, Women's Rights, Automobile, Victorian Era, Babe Ruth, The Great Gatsby

Wallenpaupack Area School District Curriculum	
COURSE: American Pop Culture in the 20 st Century	GRADE/S: 11 and 12
UNIT 2: The 1930's	TIMEFRAME: 1-1.5 weeks

PA COMMON CORE

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

5.2.9.B (Civics and Government) Analyze strategies used to resolve conflicts in society and government.

NATIONAL STANDARDS

VI.c. (Power, Authority, and Governance) Give examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict.

IX.a. (Global Connections) Give examples of conflict, cooperation, and interdependence among individuals, groups, and nations.

UNIT OBJECTIVES (SWBATS):

- Describe American citizens' way of life during the Great Depression
- Identify and describe what types of entertainment were becoming more popular throughout the 1930's
- Understand how the role of the media impacted the political and social movements of the 1930's.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

The Great Depression

- Effect on American citizens
- Media
- Sports commercialized

Entertainment and Culture of the 1930's

- How the Great Depression affected the entertainment industry
- Domination of Radio Broadcasting
- Creation of the television
- Music, fashion and movies

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

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

Introduction to Unit

- Journaling about anything relating to the 1930's (student choice)

Throughout Unit

- Online discussion posts
- PowerPoint Presentations
- Posters
- Debates

End of the Unit

- Project on theme covered throughout the unit (chosen by student)

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):	
<ul style="list-style-type: none"> -Students will be able to describe the life of an American citizen impacted by the great depression -Students will be able to recognize examples of music, fashion, movies and television of the 1930's. -Students will understand the elements of radio broadcasting by creating their own broadcast -Students will be able to describe the role of the media during the 1930's by researching and connecting it to present day. 	
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)	
<ul style="list-style-type: none"> -Pre-selected examples of culture and entertainment of the 1930's. -Examples of radio broadcasts in 1930's -Videos of the life of American citizens impacted by the Great Depression 	
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):	
<ul style="list-style-type: none"> -Pictures and videos with examples of culture during the 1930's -Audio clips with radio broadcasts -Interviews with Americans regarding their life during the Great Depression 	
RESOURCE SPECIFIC VOCABULARY:	
Celebrities, The Great Depression, Droughts, FDR'S New Deal, Musicals, Commercial, Pluto, Air Mail	

Wallenpaupack Area School District Curriculum	
COURSE: American Pop Culture in the 20 st Century	GRADE/S: 11 and 12
UNIT 3: The 1940's	TIMEFRAME: 1-1.5 weeks

PA COMMON CORE

5.1.12.F (Civics and Government) Evaluate the role of **nationalism** in uniting and dividing **citizens**.

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

NATIONAL STANDARDS

VI.c. (Power, Authority, and Governance) Give examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict.

UNIT OBJECTIVES (SWBATS):

- Analyze how entertainment was changing and moving towards the trends of today
- Examine how the entertainment industry connected Americans to World War II.
- Describe how World War II impacted consumerism, fashion and transportation of the 1940's.
- Evaluate how the media impacted society surrounding the political and social movements of the 1940's.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

World War II

- How entertainment connected citizens to the War
- Automotive industry is impacted
- Headlines and the media
- Decline in consumerism
- Movie and clothing industry regulated
- Media

Entertainment

- New types of music (Jazz, swing)
- Newscasts
- ASCAP
- Breakthroughs in science

ANCHOR VOCABULARY:

Generation, Patriotic, Consumerism, World War II

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

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

Introduction to Unit

- Journaling about anything relating to the 1940's (student choice)

Throughout Unit

- Online discussion posts
- PowerPoint Presentations
- Posters
- Debates

End of the Unit

- Project on theme covered throughout the unit (chosen by student)

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Students will be able to describe and discuss the ways the war impacted the United States

<ul style="list-style-type: none"> -The students will be able to understand culture of the 1940's by providing examples through presentations -Students will understand the role of the media during the 1940's by creating their own headlines
<p>DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)</p> <ul style="list-style-type: none"> -Handouts and readings on America's involvement during World War II. -Pre-selected examples of culture during the 1940's. -Examples of headlines during the 1940's
<p>RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):</p> <ul style="list-style-type: none"> -Video/Media clip of Bob Hope singing overseas to the soldiers during the war -Automotive industry statistics -Consumerism statistics during the 1940's -Media headlines during the War -Video clips of newscasts -Sound clips of entertainment and culture during the 1940's
<p>RESOURCE SPECIFIC VOCABULARY: Jazz, Swing, Baby Boomer Generation, Pro-war, ASCAP, The Manhattan Project</p>

Wallenpaupack Area School District Curriculum	
COURSE: American Pop Culture in the 20 st Century	GRADE/S: 11 and 12
UNIT 4: The 1950's	TIMEFRAME: 1-1.5 weeks

PA COMMON CORE

8.3.9.C (United States 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

VI.f. (Power, Authority, and Governance) Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations

IX.b. (Global Connections) Give examples of conflict, cooperation, and interdependence among individuals, groups and nations.

UNIT OBJECTIVES (SWBATS):

- Describe the increasing role of entertainment during the 1950's.
- Explain how sitcoms became the most popular types of television shows.
- Analyze how new advancements in technology and science still have effect on our country today.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Politics and Social Movements

- How the Korean and Vietnam wars impacted culture in the United States
- Attempted assassination of Truman
- U.S. after WWII
- Communism

Entertainment

- Music and Elvis Presley
- Movie stars
- Sitcoms becoming popular

Technology

- NASA and space exploration
- New Vaccines

ANCHOR VOCABULARY: Youth, Demand, Disposable Income, Assassination, Experimentation, Sitcoms, Radio Frequencies, Vaccines

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

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

Introduction to Unit

- Journaling about anything relating to the 1950's (student choice)

Throughout Unit

- Online discussion posts
- PowerPoint Presentations
- Posters
- Debates

End of the Unit

- Project on theme covered throughout the unit (chosen by student)

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Students will be able understand culture and entertainment of the 1950's by providing examples of clothing, music, television, movies, and fashion
- The students will be able provide reasoning behind the polio vaccination and be able to state if it was effective
- Students will be able to understand space exploration by stating how NASA was first created and how space exploration has advanced over the decades.

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

- Pre-selected examples of culture of the 1950's
- Background information on NASA prior to the start of the unit
- Background information on vaccines and polio prior to the start of the unit

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

- Examples of clothing from the 1950's
- Video clips of sitcoms from the 1950's
- Sound clips of Rock and Roll and Elvis Presley
- News headlines from the 1950's

RESOURCE SPECIFIC VOCABULARY:

Disposable Income, Rock and Roll, Freedom, Variation, Coco Chanel, James Dean, Communism, Assassination, Truman, 3-D, Drive-In Theaters, Game Shows, Westerns, Sputnik I, NASA

Wallenpaupack Area School District Curriculum**COURSE:** American Pop Culture in the 20st Century**GRADE/S:** 11 and 12

PA COMMON CORE/NATIONAL STANDARDS:

8.3.12.C (United States History) Evaluate how continuity and change in U.S. history are interrelated with the world.

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

NATIONAL STANDARDS

I.e. (Culture) Give examples and describe the importance of cultural unity and diversity within and across groups.

VI.d, (Power, Authority, and Governance) Recognize how groups and organizations encourage unity and deal with diversity to maintain order and security.

UNIT OBJECTIVES (SWBATS):

- Describe how popularities within the entertainment industry became a world phenomenon.
- Analyze and describe the war protest movements during this time and how they impacted American society.
- Identify the major events of the Civil Right Movement and describe how it effects the United States today.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:Civil Rights Era

- MLK and his speech
- Protests
- Important figures

Politics and Culture

- Assassination of JFK
- Cuban Missile Crisis
- Vietnam War Protests
- Environmental protection

Entertainment, Culture, and Sports

- The Beatles
- Popular movie stars
- Popularity in sitcoms
- Boxing and Baseball

ANCHOR VOCABULARY: Assassination, Civil Rights, Protest, Sitcoms

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

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

Introduction to Unit

- Journaling about anything relating to the 1960's (student choice)

Throughout Unit

- Online discussion posts
- PowerPoint Presentations
- Posters
- Debates

End of the Unit

-Project on theme covered throughout the unit (chosen by student)

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

-Students will be able to understand MLK's *I Have a Dream* Speech by reviewing the speech and creating their own relating to the Civil Rights Movement
-Students will understand the events surrounding the assassination of JFK by holding a mock funeral for JFK in class and each creating their own "eulogy" speeches
-Students will be able to describe Woodstock by reviewing the events and creating their own music festival in class
-Students will be able to understand the reasoning behind the Vietnam War Protests by researching both sides to the issue and describing if they were to make the same decision as the protesters
-Students will be able to understand fashion and entertainment of the 1960's by providing examples of clothing, music, television, movies, and fashion

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

-Copy of MLK's *I Have a Dream Speech* prior to start of the lesson
-Background knowledge on the assassination of JFK
-Examples of a eulogy at a Presidential funeral
-Videos and pictures of the Woodstock festival
-Examples of music, television, and fashion of the 1960's.

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

-Copy of MLK's *I Have a Dream Speech*
-Whiteboard to give background knowledge on assassination of JFK
-Videos showing news stories on JFK assassination
-Video clips of music, television and movies of the 1960's
-Pictures of fashion of the 1960's

RESOURCE SPECIFIC VOCABULARY:

Environmental Protection, Cuban Missile Crisis, Civil Rights Era, Assassination, Anti-War, Woodstock, The New Left, Muhammad Ali, The Yankees, Superbowl, Space Race

COURSE: American Pop Culture in the 20 th Century	GRADE/S: 11 and 12
UNIT 6: The 1970's	TIMEFRAME: 1-1.5 weeks

PA COMMON CORE/NATIONAL STANDARDS:

8.3.12.C (United States History) Evaluate how continuity and change in U.S. history are interrelated with the world.

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

NATIONAL STANDARDS

I.e. (Culture) Give examples and describe the importance of cultural unity and diversity within and across groups

UNIT OBJECTIVES (SWBATS):

- Evaluate the social and political movements of the 1970's and describe how their impact is relevant in American culture today
- Understand the role of race throughout the entertainment industry
- Use reasoning to explain how the press and media became part of the political scandals of the 1970's.
- Compare and contrast advancements in technology from the 1970's to today.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Consumerism

- Rise

Entertainment and Culture

- Fashion revolution
- Popular movies
- Race relations in sitcoms
- Popular books

Politics and Social Movement

- Nixon Scandal
- Watergate
- Oil Crisis

Science and Technology

- 1st cell phone
- Apple computer

ANCHOR VOCABULARY: Consumerism, Fashion Revolution, Scandal, Social Values, Race Relations, Countdown

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

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

Introduction to Unit

- Journaling about anything relating to the 1970's (student choice)

Throughout Unit

- Online discussion posts
- PowerPoint Presentations
- Posters

-Debates

End of the Unit

-Project on theme covered throughout the unit (chosen by student)

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Students will be able to explain consumerism of the 1970's by studying and discussing the trends
- Students will be able to provide examples of music, movies, fashion, and literature of the 1970's
- Students will analyze television of the 1970's by watching sitcoms and discussion the issue of race
- Student will understand the political and social conflicts of the 1970's by reviewing information about the Watergate Scandal and the presidency of Richard Nixon
- Students will understand technology of the 1970's by comparing and contrasting it to technology today

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

- Background information and statistics about consumer trends of the 1970's
- Examples of fashion, movies, music, and literature of the 1970's
- Video clips of sitcoms from the 1970's shown prior to the start of the unit
- Background information on the Watergate scandal prior to the start of the unit

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

- Statistics on consumer trends during the 1970's
- Examples of music, movies fashion and literature of the 1970's
- Video clips of sitcoms
- Media headlines from the Watergate scandal
- Old cell phone
- Judy Blume and Stephen King books

RESOURCE SPECIFIC VOCABULARY:

Rock and Roll, Richard Nixon, Impeachment, Watergate, Oil Crisis, General Motors, Volkswagen Beetle, Auto Insurance, The Media, The Godfather, Rocky Movies, Grease, The FCC, All in the Family, The Jefferson's, Olympics, Apple, Judy Blume, Stephen King, The FCC, Elton John, Motown

COURSE: American Pop Culture in the 20 th Century	GRADE/S: 11 and 12
UNIT 7: The 1980's	TIMEFRAME: 1-1.5 weeks

PA COMMON CORE/NATIONAL STANDARDS:

8.3.12.C (United States History) Evaluate how continuity and change in U.S. history are interrelated with the world.

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

NATIONAL STANDARDS

I.e. (Culture) Give examples and describe the importance of cultural unity and diversity within and across groups

UNIT OBJECTIVES (SWBATS):

- Identify the role new economic developments had in consumerism
- Describe how entertainment and fashion impacted American culture during the 1980's.
- Analyze how politics dominated the media during the 1980's.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Politics and Government

- Reaganomics (Consumerism)
- The new right

Entertainment and Culture

- Michael Jackson's popularity
- MTV makes music and television popular
- Fashion of the 1980's
- Sitcoms and the Cosby Show
- FM Radio

Technology and Science

- The Challenge disaster
- VHS Players
- Mt. St. Helens

ANCHOR VOCABULARY: Economics, Reaganomics, Accessories, Neon, Regulations, Blockbuster, Animation, FM Radio, Disaster, Comet, VHS Player

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

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

Introduction to Unit

- Journaling about anything relating to the 1980's (student choice)

Throughout Unit

- Online discussion posts
- PowerPoint Presentations
- Posters
- Debates

End of the Unit

- Project on theme covered throughout the unit (chosen by student)

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Students will be able to understand Reaganomics by studying consumerism during the 1980's.
- Students will understand the new right by holding a debate with classmates regarding new right beliefs
- Students will be able to provide examples of music, movies, television, and fashion of the 1980's.
- Students will be able to describe the events of the Challenger and Mt. St. Helens disaster
- Students will be able to compare and contrast VHS players to more modern devices by studying models of both

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

- Background information on Reaganomics
- Background information on the beliefs of the New Left
- Examples of music, television, movies and fashion of the 1980's
- Video clips from the Challenger and Mt. St. Helens disaster

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

- Background information on Reaganomics
- Consumer trend information during the 1980's
- Examples of music, television, fashion, and movies during the 1980's
- Video clips and media headlines of disasters
- A VHS player and a DVD player

RESOURCE SPECIFIC VOCABULARY:

Reaganomics, Michael Jackson, CD Players, MTV, Nike, Chick flicks, Horror Films, The Cosby Show, FM Radio, Mt. St. Helens, VHS Players, The Challenger, Hailey's Comet

COURSE: American Pop Culture in the 20 th Century	GRADE/S: 11 and 12
UNIT 8: The 1990's	TIMEFRAME: 1-1.5 weeks

PA COMMON CORE/NATIONAL STANDARDS:

8.3.12.C (United States History) Evaluate how continuity and change in U.S. history are interrelated with the world.

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

6.2.9.C (Economics) Analyze how media affects economic decisions.

NATIONAL STANDARDS

I.e. (Culture) Give examples and describe the importance of cultural unity and diversity within and across groups

UNIT OBJECTIVES (SWBATS):

- Describe the connection between terrorist events of the 1990's to today.
- Describe how political scandals impacted the citizens of the United States
- Analyze how new advancements in entertainments play a role in shaping youth in America.
- Describe how literatures played an important part in the development of American culture.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Politics and Social Movements

- Terrorism
- Clinton scandal
- Columbine
- OJ Simpson murder trial
- The media during the scandals

Entertainment and Culture

- Rise of boy bands and girl bands
- Popularity of MTV
- Popularity of Harry Potter
- Michael Jordan and basketball
- Movie series still popular today

ANCHOR VOCABULARY: Scandal, Trial, Special Effects, Telecommunication, Terrorism

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

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

Introduction to Unit

- Journaling about anything relating to the 1990's (student choice)

Throughout Unit

- Online discussion posts
- PowerPoint Presentations
- Posters
- Debates

End of the Unit

- Project on theme covered throughout the unit (chosen by student)

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Students will be able to understand terrorism of the 1990's by reviewing the events of the 1993 World Trade Center Attacks and Oklahoma City Bombings
- Students will understand the events surrounding the Bill Clinton Scandal by holding a debate on whether he should have been impeached from office
- Students will review the events surrounding the Columbine shootings and write letters to local senators regarding gun control
- The students will understand the media events of the 1990s and create their own headline about one of the political and social issues studied throughout the unit
- Students will understand the popularity of music, television, sports, and movies of the 1990s by providing examples and discussion them with their classmates.

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

- Background information on the 1993 World Trade Center Attack and the Oklahoma City Bombings
- Background information on a presidential impeachment trial
- Media headlines surrounding Columbine and the OJ Simpson Trial
- Video clips of shows shown on MTV
- Excerpts from Harry Potter Books with explanations

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

- Media headlines during the 1990's
- Background information on a presidential impeachment trial
- Background information on a murder trial
- Excerpts from Harry Potter Books
- Examples of music, movies, television, and fashion of the 1990's.

RESOURCE SPECIFIC VOCABULARY:

Boy Band, Girl Band, 1993 World Trade Center Attacks, Oklahoma City Bombing, NAFTA, President Bill Clinton, Hurricane Andrew, Columbine, OJ Simpson, JFK Jr., Disney, Titanic, MTV, Telecommunications Act, Michael Jordan, Microsoft Windows, Harry Potter, Goosebumps

COURSE: American Pop Culture in the 20 th Century	GRADE/S: 11 and 12
UNIT 9: 2000's and Today	TIMEFRAME: 1- 1.5 weeks

PA COMMON CORE/NATIONAL STANDARDS:

PA COMMON CORE/NATIONAL STANDARDS:

8.3.12.C (United States History) Evaluate how continuity and change in U.S. history are interrelated with the world.

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

6.2.9.C (Economics) Analyze how media affects economic decisions.

NATIONAL STANDARDS

I.e. (Culture) Give examples and describe the importance of cultural unity and diversity within and across groups

UNIT OBJECTIVES (SWBATS):

- Make predictions for the future based on knowledge of the past developments in American culture.
- Analyze the connection between the War on Terror with events that happened in the past.
- Describe the social movements of today and how they involve equal rights.
- Compare and contrast trends in entertainment, fashion, technology, and science.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Entertainment and Culture

- Popular music
- Fashion fads
- Streaming music and movies
- Reality television and talk shows
- Radio
- E-readers for books
- The media
- Social Media
- Advancements in technology

Politics and Social Movements

- 9/11 and the War on Terror
- Presidential elections
- School shootings
- Equal Rights

ANCHOR VOCABULARY: Streaming, Assassination, Navigation, Epidemics, Election, Crisis, Rights, Paparazzi, War

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

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

Introduction to Unit

- Journaling about anything relating to the 2000's (student choice)

Throughout Unit

- Online discussion posts
- PowerPoint Presentations

- Posters
- Debates

End of the Unit

- Project on theme covered throughout the unit (chosen by student)

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Students will be able to discuss the events that led to the War on Terror
- Students will understand the culture of the 2000s by creating a poster or presentation on someone who popular in the entertainment industry
- Students will understand the social issues of the 2000's by debating the topics with their classmates
- Students will understand the movie industry by researching and watching various movies and writing a critique on the film

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

- Timeline of the events leading up to the War on Terror prior to the start of the unit
- Examples of people popular in the entertainment industry
- Background information on social issues during the 2000's prior to debating with classmates
- Examples of movies during the 2000's

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

- Video clip of 9/11 events
- Media headlines during 9/11 and the War on Terror
- Magazines and newspapers from the 2000's
- Examples of music, movies and fashion from the 2000's

RESOURCE SPECIFIC VOCABULARY:

Hip Hop, Rap, Country, Streaming, Osama Bin Laden, Y2K, North Korea, LGBTQ, TSA, Paparazzi, Epidemics, DVR, War on Terror, Anthrax, GPS, The Paparazzi, Streaming Services, Talk Shows, Reality TV,