Title   **Popular Culture**

Type   Essential
Document   Map
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Subject   None Selected
Course   None Selected
Grade(s)   None Selected
Location
Curriculum Writing History
Notes
Attachments

Title : Popular Culture
Type : Essential

	September				October				November				December				January				February				March				April				May				June			
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September/Week 1 - September/Week 4	▓	▓	▓	▓																																				

Implementation of Popular Culture

| September/Week 1 - September/Week 4 | ▓ | ▓ | ▓ | ▓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Television and Popular Culture

| September/Week 1 - October/Week 5 | ▓ | ▓ | ▓ | ▓ | ▓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Introduction to Pop Culture

| September/Week 1 - December/Week 14 | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ | | | | | | | | | | | | | | | | | | | | | | | | | | |

Consumerism and Popular Culture

| September/Week 4 - October/Week 7 | | | | ▓ | ▓ | ▓ | ▓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

The Internet and Popular Culture

| November/Week 10 - December/Week 13 | | | | | | | | | | ▓ | ▓ | ▓ | ▓ | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Culture, Society and Popular Cultures influence

| November/Week 12 - December/Week 15 | | | | | | | | | | | | ▓ | ▓ | ▓ | ▓ | | | | | | | | | | | | | | | | | | | | | | | | | |

Music, Technology and Popular Culture

| November/Week 12 - December/Week 16 | | | | | | | | | | | | ▓ | ▓ | ▓ | ▓ | ▓ | | | | | | | | | | | | | | | | | | | | | | | | |

Advertising and Popular Culture

Title : Popular Culture
Type : Essential

Duration: September/Week 1 - September/Week 4				
UNIT NAME: Implementation of Popular Culture				
Enduring Understandings	**Essential Questions**	**Knowledge**	**Skills**	**Standards**
As a society we have adopted rituals within the American Culture that have created social cohesion and seperation. There have been many positives and negativies associated with the implementation of popular culture. Throughout the years there have even been rebellions due to the changes in subculture.	What rituals have been adopted as American Culture? How has the sports industry played a part in popular culture. What are the negative implications of popular culture. When has society been segreated by popular culture? Or, does popular culutre play a role in segreating the socioecomnic status in this country?	Students will better understand American Culture. Students will identify specific times in American History where cultural divides were recognized.	Students will select one of the following to share how a moment in our history has been transformed through popular culture: Poster Radio Interview/Personal Interview Presentation (Narrative/Multimedia) Newsletter Newspaper Layout	
Plans:				

Title : Popular Culture
Type : Essential

Duration: September/Week 1 - September/Week 4				
UNIT NAME: Television and Popular Culture				
Enduring Understandings	**Essential Questions**	**Knowledge**	**Skills**	**Standards**
Television programming has made drastic changes during since evolved. Social influences and popular culture have played a dramatic role in the regulations of television programming in America. Currently, it seems as if television programming runs concurrently with our society. There is less control and regulations on public television today than in the past it is clear that societies influence and popular culture remain as trending regulator of what we see one television. From news stories, sports games to commercials the television industry is making every effort to keep their viewers. Racial, ethnic and gender stereotypes have been played a influential role in popular culture.	How has the evolution television programming shaped popular culture? How has the news industry been influenced by popular culture. What is the TV guide and the Neilson ratings? What role does Americas sports programs play in the layout of television viewing and placement on the channel line up? How is Television different in American popular culture from the United Kingdom or other neighboring countries?	Students will be able to identify social stereotypes in American news programs. Students will be able to evaluate what American culture is advertising through our television programming. Students will be able to discuss popular cultures influence on television and how Americans are represented through this medium of communication. Students will be able to clearly identify American stereotypes and influences.	Students will predict what television program has been the post popular of their lifetime. They will then evaluate the reviews and ratings of this program to support their argument. Students will assess the social cues in the program and will determine if this show has influenced popular culture. Students will select a product that has stuck in their minds from the commercial. Students will determine through research whether this product had successful sales. In examining their research students must justify the goal of the commercial campaign, was it to sell the product or to market the name?	RL.9–10.4-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (09, 10) [State:New Jersey CCSS] RI.9–10.8-Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (09, 10)[State:New Jersey CCSS] RI.9–10.7-Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (09, 10) [State:New Jersey CCSS] SL.9–10.5-Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (09, 10)[State:New

				Jersey CCSS] SL.9–10.4-Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (09, 10) [State:New Jersey CCSS]
Plans:				

Title : Popular Culture
Type : Essential

Duration: September/Week 1 - October/Week 5				
UNIT NAME: Introduction to Pop Culture				
Enduring Understandings	**Essential Questions**	**Knowledge**	**Skills**	**Standards**
Trendsetting, toys, music, clothing, social networking, Popular Culture continues to expand and shape new norms in our society. Popular Culture drives the economy for youth purchases, which has the highest cash flow for product purchases.	What is popular culture? Why have societies all across the world embraced these trends? How does Popular Culture drive the economy? What role do youth play in the world of popular culture.	Students will be able to define popular culture. Students will be ale to identify trends in popular culture with an understanding of societies impact on these trends.	Students will select a popular trend from each decade and present the trend with findings that support the cultural change in society. Students may use any medium to present their findings to their classmates.	9.1.12.A.1-Apply critical thinking and problem-solving strategies during structured learning experiences. (09-12)[State:New Jersey] 9.1.12.A.1-Apply critical thinking and problem-solving strategies during structured learning experiences. (09-12)[State:New Jersey] 9.1.12.B.1-Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives. (09-12)[State:New Jersey] Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. (09-12)[State:New Jersey]
Plans:				

Title : Popular Culture
Type : Essential

Duration: September/Week 1 - December/Week 14				
UNIT NAME: Consumerism and Popular Culture				
Enduring Understandings	**Essential Questions**	**Knowledge**	**Skills**	**Standards**
Advertising sets a tone to help not only influence but creates popular culture in American Society. From popular advertising campaigns the impact on society is real. From jingles to brand recognition, much effort is put forth to support and convince/brainwash the consumer into placing a product with their own life culture.	What have been the most popular advertising campaigns in our culture? How is the influence of these campaigns measured? What is the research used for? Where there campaigns that changed popular culture?	Students will learn the terms: Advertising, brand management, brand recognition, marketing.	Students will be able to summarize an advertising campaign by critiquing the change in the campaign over and extended period of time. Students will be able to decode the social stereotypes included in this advertisement.	RI.9–10.8-Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (09, 10)[State:New Jersey CCSS] RI.9–10.7-Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (09, 10) [State:New Jersey CCSS] RI.9–10.8-Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (09, 10)[State:New Jersey CCSS] W.9–10.2.a-Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (09, 10) [State:New Jersey CCSS]

Title : Popular Culture
Type : Essential

				W.9–10.2.b-Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (09, 10)[State:New Jersey CCSS]
Plans:				

Title : Popular Culture
Type : Essential

Duration: September/Week 4 - October/Week 7				
UNIT NAME: The Internet and Popular Culture				
Enduring Understandings	**Essential Questions**	**Knowledge**	**Skills**	**Standards**
The world wide web has changed the world and created new opporuinuties for growth and change. What might now be the most powerful form of communication this new medium of communication is transforming popular culture globally. Whether social networking, shopping or earning a degree there is tremendous opportunities for advancement as the World Wide Web continues to develop. The Internet is powerful and is reshaping all mass media creating a globally interconnected world.	How have social networking sites changed interpersonal communication? What ways do the different generations communicate? How have these social networking trends been sold to the public? What global impact does the internet have on our relationships with other countries? In our history what can this growth be compared to? Has the internet created a global communication system for the world? How will on-line gambling reshape NJ gaming?	Students will be able to recognize the cultural value the internet provides and how it is shaping a global society. Students will work to better understand the impact the internet has on its audience. Students will recognize the economic and social growth the internet has created since its inception.Students will learn to download apps and identify specific credible apps for Emergency Management.	Students will register to follow RHS on facebook and twitter and also the Roxbury Police Department. Students will work to increase facebook fans for our school internet venues. Students will design a specific Tweet for their product. They will select some global alert apps like CNN, OEM, etc. Students will work to create or "move up" a yahoo trend.	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. (09-12) [State:New Jersey] 9.1.12.C.5-Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. (09-12)[State:New Jersey] 9.1.12.D.2-Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events. (09-12)[State:New Jersey] 9.1.12.E.4-Predict the impact of emerging media technologies on international business and globalization. (09-12)[State:New Jersey]
Plans:				

Title : Popular Culture
Type : Essential

Duration: November/Week 10 - December/Week 13				
UNIT NAME: Culture, Society and Popular Cultures influence				
Enduring Understandings	**Essential Questions**	**Knowledge**	**Skills**	**Standards**
Advertising sets a tone to help not only influence but creates popular culture in American Society. From popular advertising campaigns the impact on society is real. From jingles to brand recognition, much effort is put forth to support and convince/brainwash the consumer into placing a product with their own life culture.	What have been the most popular advertising campaigns in our culture? How is the influence of these campaigns measured? What is the research used for? Where there campaigns that changed popular culture?		Students will be able to summarize an advertising campaign by critiquing the change in the campaign over and extended period of time. Students will be able to decode the social stereotypes included in this advertisement.	
Plans:				

Title : Popular Culture
Type : Essential

Duration: November/Week 12 - December/Week 15				
UNIT NAME: Music, Technology and Popular Culture				
Enduring Understandings	**Essential Questions**	**Knowledge**	**Skills**	**Standards**
The Music industry has expanded tremendously with the implementation of technology. Whether in production, advertising or purchasing of music, the way Americans enjoy music is changing day by day. The internet has shaped popular culture through downloadable music. In addition, technology has shaped how people read.	How has music shaped popular culture? What impact does race have in the music industry?How has the accessibility to music changed listening preferences? Do people still listen to radio? How have bands/artists used the technology to market improve sales and brand recognition. How has itunes changed culture. How have on-line books changed the way Americans read? What do people find themselves reading most frequently? What is the financial impact of on-line books on society? What kind of access do Americans have to on-line books.	Itunes Ebooks Spotify Youtube to MP3 E-Reader- Nooks, Kindle	Students will be able to summarize an advertising campaign by critiquing the change in the campaign over and extended period of time. Students will be able to decode the social stereotypes included in this advertisement. Students will be able to convert music from youtube.	
Plans:				

Title : Popular Culture
Type : Essential

Duration: November/Week 12 - December/Week 16				
UNIT NAME: Advertising and Popular Culture				
Enduring Understandings	**Essential Questions**	**Knowledge**	**Skills**	**Standards**
Advertising sets a tone to help not only influence but creates popular culture in American Society. From popular advertising campaigns the impact on society is real. From jingles to brand recognition, much effort is put forth to support and convince/brainwash the consumer into placing a product with their own life culture.	What have been the most popular advertising campaigns in our culture? How is the influence of these campaigns measured? What is the research used for? Where there campaigns that changed popular culture?		Students will be able to summarize an advertising campaign by critiquing the change in the campaign over and extended period of time. Students will be able to decode the social stereotypes included in this advertisement.	
Plans:				