

**WARREN COUNTY SCHOOL DISTRICT**  
**PLANNED INSTRUCTION**

**COURSE DESCRIPTION**

**Course Title:** American Popular Culture 1950s-Present

**Course Number:** yet to be determined

**Course Prerequisites:** None

**Course Description:** (Include “no final exam” or “final exam required”)  
From McDonald’s to MTV, this course traces the postwar development of American popular/consumer culture, emphasizing its penetration into our everyday lives; its influence on self, group, and national identity; its place in the establishment of our contemporary sense of community; and its global reach. Students will understand popular culture in a broader social context with specific focus on best-sellers, films, sports and television, radio, advertising, newspapers, magazines, fashions, games and music. A final exam is given.

**Suggested Grade Level:** 9-12

**Length of Course:**  One Semester  Two Semesters  Other

**Units of Credit:** 1/2

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s)**

(Insert certificate title and CSPG#) 9-12 social studies

**Certification verified by WCSD Human Resources Department:**

Yes  No

**Board Approved Textbooks, Software, Materials:**

**Title:**

**Publisher:**

**ISBN #:**

**Copyright Date:**

**Date of WCSD Board Approval:**

**BOARD APPROVAL:**

**Date Written:** October 2010

**Date Approved:** \_\_\_\_\_

**Implementation Year:** 2011-2012

**Technology:** Suggested but not limited to Smart Board, LCD projector, computers, district-approved websites and software.

**Suggested Supplemental Materials:**

Materials: suggested but not limited to books, magazines and other printed materials, videos and DVDs relevant to the curriculum.

**Course Standards**

**PA Academic Standards and Anchors:** (List by Number and Description)

- 8.1.12 Historical Analysis and Skills Development
- 8.3.12 United States History
- 8.2.12 Pennsylvania History
- 7.1.12 Basic Geographic Literacy
- 7.2.12 Physical Characteristics of Places and Regions
- 7.3.12 Human Characteristics of Places and Regions
- 7.4.12 Interactions Between People and the Environment
- 6.1.12: Scarcity and Choice
- 6.2.12 Markets and Economic Systems
- 6.3.12 Functions of Government
- 6.4.12 Economic Interdependence
- 6.5.12 Income, Profit, and Wealth
- 5.1.12 Principles and Documents of Government
- 5.2.12 Rights and Responsibilities of Citizenship
- 5.3.12 How Government Works
- 5.4.12 How International Relationships Function
- R11.A.2 Understand nonfiction appropriate to grade level
- R11.B.3 Understand concepts and organization of nonfictional text
- M11.A.3 Compute accurately and fluently and make reasonable estimates.
- M11.D.3 Analyze change in various contexts
- M11.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data
- M11.E.3 Understand and/or apply basic concepts of probability or outcomes
- M11.E.4 Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays.

**WCSD Academic Standards:**

none

**Industry or Other Standards:**

none

**SPECIAL EDUCATION AND GIFTED REQUIREMENTS**

The teacher shall make appropriate adaptations to instruction and assessment based upon a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

**SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND  
ELIGIBLE CONTENT WHERE APPLICABLE**

(List Objectives, PA Standards #'s, Other Standards (see samples at end))

**PA Standard: 8.1.12 Historical Analysis and Skills Development**

X – performance assessed during that semester

	<b>Performance Indicators</b>	<b>1</b>	<b>2</b>	<b>Assessment</b>
A.	Evaluate patterns of continuity and rates of change over time, applying <b>context of events</b> .			Research Projects Power Points Demonstrations Posters Presentations Skits Writing Prompts Literature Reviews Video
B.	Evaluate the interpretation of historical events and <b>sources</b> , considering the use of fact versus <b>opinion</b> , multiple perspectives, and cause and effect relationships.			
C.	Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.			

**PA Standard: 8.3.12 United States History**

X – performance assessed during that semester

	<b>Performance Indicators</b>	<b>1</b>	<b>2</b>	<b>Assessment</b>
A.	Evaluate the role groups and individuals from the U.S. played in the <b>social, political</b> , cultural, and <b>economic</b> development of the world.			Research Projects Power Points Demonstrations Posters Presentations Skits Writing Prompts Literature Reviews Video
B.	Evaluate the impact of historical <b>documents, artifacts</b> , and places in U.S. history which are critical to world history			
C.	Evaluate how continuity and change in U.S. history are interrelated with the world.  <b>Belief systems</b> and religions Commerce and industry Technology <b>Politics</b> and government Physical and <b>human geography</b> <b>Social</b> organizations			
D.	Evaluate how <b>conflict</b> and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.  <b>Ethnicity</b> and race Working conditions Immigration Military <b>conflict</b> <b>Economic</b> stability			

**PA Standard: 8.2.12 Pennsylvania History**

X – performance assessed during that semester

	<b>Performance Indicators</b>	<b>1</b>	<b>2</b>	<b>Assessment</b>
A.	Evaluate the role groups and individuals from Pennsylvania played in the <b>social</b> , political, cultural, and <b>economic</b> development of the US and the world.			Research Projects Power Points Demonstrations Posters
B.	Evaluate the impact of historical <b>documents, artifacts,</b> and places in Pennsylvania which are critical to U.S. history and the world.			Presentations Skits Writing Prompts Literature Reviews Video

**PA Standard: 7.1.12 Basic Geographic Literacy**

X – performance assessed during that semester

	<b>Performance Indicators</b>	<b>1</b>	<b>2</b>	<b>Assessment</b>
A.	Use <b>geographic tools</b> to analyze information about the interaction between people, <b>places</b> , and the <b>environment</b> .			Research Projects Power Points Demonstrations Posters
B.	Assess how physical changes to a <b>region</b> may have global impact			Presentations Skits Writing Prompts Literature Reviews Video

**PA Standard: 7.2.12 Physical Characteristics of Places and Regions**

X – performance assessed during that semester

	<b>Performance Indicators</b>	<b>1</b>	<b>2</b>	<b>Assessment</b>
A.	Analyze the physical characteristics of <b>places</b> and <b>regions</b> , including the interrelationships among the components of Earth’s physical systems.			Research Projects Power Points Demonstrations Posters
B.	Analyze the significance of physical processes in shaping the character of <b>places</b> and <b>regions</b> .			Presentations Skits Writing Prompts Literature Reviews Video

**PA Standard: 7.3.12 Human Characteristics of Places and Regions**

X – performance assessed during that semester

	<b>Performance Indicators</b>	<b>1</b>	<b>2</b>	<b>Assessment</b>
A.	Analyze the human characteristics of <b>places</b> and <b>regions</b> using the following criteria: Population Culture Settlement Economic activities Political activities			Research Projects Power Points Demonstrations Posters Presentations Skits Writing Prompts Literature Reviews Video

**PA Standard: 7.4.12 Interactions Between People and the Environment**

X – performance assessed during that semester

	<b>Performance Indicators</b>	<b>1</b>	<b>2</b>	<b>Assessment</b>
A.	Analyze the global effects of changes in the physical systems.			Research Projects Power Points Demonstrations
B.	Analyze the global effects of human activity on the physical systems.			Posters Presentations Skits Writing Prompts Literature Reviews Video

**PA Standard: 6.1.12: Scarcity and Choice**

X – performance assessed during that semester

	<b>Performance Indicators</b>	<b>1</b>	<b>2</b>	<b>Assessment</b>
A.	Predict the long-term consequences of decisions made because of <b>scarcity</b> .			Research Projects Power Points Demonstrations
B.	Evaluate the economic reasoning behind a choice. Evaluate effective allocation of <b>resources</b> for the production of <b>goods</b> and <b>services</b> .			Posters Presentations Skits Writing Prompts
C.	Analyze the <b>opportunity cost</b> of decisions made by individuals, businesses, communities, and nations.			Literature Reviews Video
D.	Predict how changes in <b>incentives</b> may affect the choices made by individuals, businesses, communities, and nations.			

## PA Standard: 6.2.12 Markets and Economic Systems

X – performance assessed during that semester

	Performance Indicators	1	2	Assessment
A.	Evaluate the flow of <b>goods</b> and <b>services</b> in an international economy.			Research Projects Power Points Demonstrations Posters Presentations Skits Writing Prompts Literature Reviews Video
B.	Analyze the effect of changes in the level of <b>competition</b> in different <b>markets</b>			
C.	Predict and evaluate how media affects <b>markets</b>			
D.	Predict how changes in <b>supply</b> and <b>demand</b> affect <b>equilibrium price</b> and <b>quantity</b> sold.			
E.	Evaluate the health of an economy (local, regional, national, global) using economic indicators.			
F.	Evaluate the impact of <b>private economic institutions</b> on the individual, the national and the international economy.			
G.	Evaluate various <b>economic systems</b> .			

## PA Standard: 6.3.12 Functions of Government

X – performance assessed during that semester

	Performance Indicators	1	2	Assessment
A.	Evaluate the <b>costs</b> and benefits of government decisions to provide <b>public goods</b> and <b>services</b> .			Research Projects Power Points Demonstrations Posters Presentations Skits Writing Prompts Literature Reviews Video
B.	Assess the government's role in regulating and stabilizing the state and national economy.			
C.	Evaluate the social, political, and <b>economic costs/benefits</b> of potential changes to taxation policies.			
D.	Evaluate the role that governments play in international <b>trade</b> .			

## PA Standard: 6.4.12 Economic Interdependence

X – performance assessed during that semester

	Performance Indicators	1	2	Assessment
B.	Assess the growth and impact of international <b>trade</b> around the world.			Research Projects Power Points Demonstrations Posters Presentations Skits Writing Prompts Literature Reviews Video
D.	Analyze how changes in transportation, communication networks, and technology affect economic <b>interdependence</b> around the world in the 21st century.			

## PA Standard: 6.5.12 Income, Profit, and Wealth

X – performance assessed during that semester

	Performance Indicators	1	2	Assessment
A.	Analyze the factors influencing wages.			Research Projects Power Points Demonstrations Posters Presentations Skits Writing Prompts Literature Reviews Video
B.	Evaluate how changes in education, incentives, technology, and capital investment alter productivity.			
F.	Assess the impact of <b>entrepreneurs</b> on the economy.			
G.	Analyze the risks and returns of various investments.			
H.	Evaluate benefits and costs of changes in interest rates for individuals and society.			

## PA Standard: 5.1.12 Principles and Documents of Government

X – performance assessed during that semester

	Performance Indicators	1	2	Assessment
A.	Analyze the sources, purposes, functions of law, and how the <b>rule of law</b> protects <b>individual rights</b> and promotes the <b>common good</b> .			Research Projects Power Points Demonstrations Posters Presentations Skits Writing Prompts Literature Reviews Video
B.	Employ historical examples and <b>political philosophy</b> to evaluate the major arguments advanced for the necessity of <b>government</b> .			
C.	Evaluate the application of the principles and ideals in contemporary <b>civic life</b> . Liberty / Freedom Democracy Justice Equality			
D.	Evaluate <b>state</b> and federal powers based on significant documents and other critical sources. Declaration of Independence United States Constitution <b>Bill of Rights</b> Pennsylvania Constitution			
E.	Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.			
F.	Evaluate the role of <b>nationalism</b> in uniting and dividing <b>citizens</b> .			

**PA Standard: 5.2.12 Rights and Responsibilities of Citizenship**

X – performance assessed during that semester

	<b>Performance Indicators</b>	<b>1</b>	<b>2</b>	<b>Assessment</b>
A.	Evaluate an individual's <b>civil rights</b> , responsibilities and obligations in various contemporary <b>governments</b> .			Research Projects Power Points Demonstrations Posters Presentations Skits Writing Prompts Literature Reviews Video
B.	Examine the causes of conflicts in society and evaluate techniques to address those conflicts.			
C.	Evaluate political <b>leadership</b> and <b>public service</b> in a <b>republican form of government</b> .			
D.	Evaluate and demonstrate what makes competent and responsible <b>citizens</b> .			

**PA Standard: 5.3.12 How Government Works**

X – performance assessed during that semester

	<b>Performance Indicators</b>	<b>1</b>	<b>2</b>	<b>Assessment</b>
A.	Analyze the changes in power and <b>authority</b> among the three branches of <b>government</b> over time.			Research Projects Power Points Demonstrations Posters Presentations Skits Writing Prompts Literature Reviews Video
B.	Compare and contrast policy-making in various contemporary world <b>governments</b> .			
C.	Evaluate how <b>government</b> agencies create, amend, and enforce regulations.			
D.	Evaluate the roles of political parties, <b>interest groups</b> , and <b>mass media</b> in politics and public policy.			
E.	Evaluate the fairness and effectiveness of the United States electoral processes, including the <b>electoral college</b> .			
F.	Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.			
G.	Evaluate the impact of <b>interest groups</b> in developing public policy.			
H.	Evaluate the role of <b>mass media</b> in setting public agenda and influencing political life.			
I.	Evaluate tax policies of various <b>states</b> and countries.			
J.	Evaluate critical issues in various contemporary <b>governments</b> .			



**PA Standard: 5.4.12 How International Relationships Function**

X – performance assessed during that semester

<b>Performance Indicators</b>		<b>1</b>	<b>2</b>	<b>Assessment</b>
A.	Examine <b>foreign policy</b> perspectives, including <b>realism</b> , <b>idealism</b> , and <b>liberalism</b> .			Research Projects Power Points Demonstrations Posters Presentations Skits Writing Prompts Literature Reviews Video
B.	Evaluate the effectiveness of <b>foreign policy</b> tools in various current issues confronting the United States (e.g., <b>diplomacy</b> , economic aid, military aid, <b>sanctions</b> , treaties).			
C.	Evaluate the effectiveness of international organizations, both <b>governmental</b> and <b>non-governmental</b> .			
D.	Evaluate the role of <b>mass media</b> in world politics.			
E.	Compare and contrast the politics of various <b>interest groups</b> and evaluate their impact on <b>foreign policy</b> .			

**Anchor: R11.A.2 Understand nonfiction appropriate to grade level**

X – performance assessed during that semester

<b>Performance Indicators</b>		<b>1</b>	<b>2</b>	<b>Assessment</b>
1.	Identify and apply the meaning of vocabulary in nonfiction.			Research Projects Power Points Demonstrations Posters Presentations Skits Writing Prompts Literature Reviews Video
2.	Identify and apply word recognition skills.			
3.	Make inferences, draw conclusions, and make generalizations based on text.			
4.	Identify and explain main ideas and relevant details.			
5.	Summarize a nonfictional text as a whole			

**Anchor: R11.B.3 Understand concepts and organization of nonfictional text**

X – performance assessed during that semester

<b>Performance Indicators</b>		<b>1</b>	<b>2</b>	<b>Assessment</b>
1.	Interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfictional text.			Research Projects Power Points Demonstrations Posters Presentations Skits Writing Prompts Literature Reviews Video
2.	Distinguish between essential and nonessential information within or between texts.			
3.	Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text.			

**Anchor: M11.A.3 Compute accurately and fluently and make reasonable estimates.**

X – performance assessed during that semester

	<b>Performance Indicators</b>	<b>1</b>	<b>2</b>	<b>Assessment</b>
1.	Apply the order of operations in computation and in problem-solving situations.			Research Projects Power Points
2.	Use estimation strategies in problem solving situations.			Demonstrations Posters Presentations Skits Writing Prompts Literature Reviews Video

**Anchor: M11.D.3 Analyze change in various contexts**

	<b>Performance Indicators</b>	<b>1</b>	<b>2</b>	<b>Assessment</b>
1.	Describe and/or determine change.			Research Projects Power Points Demonstrations Posters Presentations Skits Writing Prompts Literature Reviews Video

**Anchor: M11.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data**

	<b>Performance Indicators</b>	<b>1</b>	<b>2</b>	<b>Assessment</b>
1.	Appropriately display and/or use data in problem-solving settings.			Research Projects Power Points Demonstrations Posters Presentations Skits Writing Prompts Literature Reviews Video

**Anchor: M11.E.3****Understand and/or apply basic concepts of probability or outcomes**

	<b>Performance Indicators</b>	<b>1</b>	<b>2</b>	<b>Assessment</b>
1.	Apply probability and/or odds to practical situations.			Research Projects Power Points Demonstrations
2.	Apply counting techniques in problem-solving settings.			Posters Presentations Skits Writing Prompts Literature Reviews Video

**Anchor: M11.E.4 Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays.**

	<b>Performance Indicators</b>	<b>1</b>	<b>2</b>	<b>Assessment</b>
1.	Make predictions using data displays and probability.			Research Projects Power Points Demonstrations Posters Presentations Skits Writing Prompts Literature Reviews Video

## ASSESSMENTS

**PSSA Assessment Anchors Addressed:** The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at [pde@state.pa.us](http://pde@state.pa.us).

### *Suggested Formative Assessments:*

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Discussions
- Projects
- Teacher observation
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Debate
- Writing prompts
- Note taking
- Problem-based learning modules
- Open-ended written response
  - Quizzes /tests
- Essays

### *Suggested Summative Assessments:*

- Student presentations/projects
- Essays
- Quizzes/tests

**Formative Assessments:** The teacher will develop and use standards-based assessments throughout the course.

**Portfolio Assessment:** \_\_\_\_\_ Yes      X   No

**District-wide Final Examination Required:**                      x   Yes       No

**Course Challenge Assessment :**  
Does not apply.

## ESSENTIAL QUESTIONS, COURSE SEQUENCE AND TIMELINE

### Essential Questions

1. What are the underlying values of popular culture?
2. What is the impact of significant individuals, movements, groups, on American popular culture?
3. What is the cause-and-effect relationship between social, economic, and political characteristics and popular culture?

### Sequence and Timeline

- I. 1950s (3 week)
- II. 1960s (3 weeks)
- III. 1970s (3 weeks)
- IV. 1980s (3 Week)
- V. 1990s (3 weeks)

VI. 2000s (3 weeks)

**Objectives:**

1. Apply the skill of finding significance to events, writings, artistic expression and ideas.
2. Recognize and describe the difference between folk culture and popular culture.
3. Describe social, political, personal, and religious trends in popular American culture.
4. Examine the relationship between the media, advertising, and the formation of normative cultural values.
5. Describe the roles that music, radio, television, and the motion pictures have played in the development of American popular culture.

**WRITING TEAM:** Todd Heffern, Jessica Gern, Laurie Hahn

**WCSD STUDENT DATA SYSTEM INFORMATION**

1. Is there a required final examination?                      X   Yes           No
2. Does this course issue a mark/grade for the report card?      X   Yes           No
3. Does this course issue a Pass/Fail mark?                           Yes      X   No
4. Is the course mark/grade part of the GPA calculation?          X   Yes           No
5. Is the course eligible for Honor Roll calculation?                   Yes           No
6. What is the academic weight of the course?  
       No weight/Non credit              X   Standard weight  
       Enhanced weight (Describe)

# American Pop Culture Curriculum Map

Content	The Big Questions	Activities/Assessments
-What is popular culture? -2000-present ☆ People ☆ Events ☆ Inventions ☆ Art ☆ Literature ☆ Music ☆ Entertainment ☆ Fads and Fashions	-What are the underlying values of popular culture? -What is the impact of significant individuals, movements, and groups on American popular culture? -What is the cause-and-effect relationships between social, economic, and political characteristics and popular culture?	-Student research projects: power points, demonstrations, posters, presentations, skits -Writing prompts -Video and Audio clips -Literature reviews
-1950's ☆ People - Marilyn Monroe - James Dean - Elvis Presley ☆ Events - Army-McCarthy Hearings ☆ Food and Drink - Burger King - French fries - Hamburger - TV Dinners ☆ Art ☆ The Way we Lived - Amusement Parks - Hula Hoop - Blacklisting - Highway System - Barbie Dolls - Credit Cards - Malls ☆ Literature - The Catcher in the Rye - Peanuts - Dr. Seuss - MAD Magazine - J.R.R. Tolkien ☆ Sports and Games - Jack LaLanne - Baseball - Etch a Sketch - LEGO's - Skateboarding ☆ Music - Disc Jockeys - Rock and Roll - Electric Guitar - American Bandstand ☆ Entertainment Frances the talking Mule Ozzie and Harriet Gunsmoke	-What are the underlying values of popular culture? -What is the impact of significant individuals, movements, and groups on American popular culture? -What is the cause-and-effect relationships between social, economic, and political characteristics and popular culture?	-Student research projects: power points, demonstrations, posters, presentations, skits -Writing prompts -Video and Audio clips -Literature reviews

<p>Lucille Ball Sitcoms Dragnet ★ Fads and Fashions Levi's-denim Poodle Skirts</p>		
<p>-1960's ★ People - JFK/Camelot - Neil Armstrong ★ Events - Woodstock ★ The way we lived - G.I. Joe - Xerox Copiers - Mafia - Hippies - NOW - ★ Food and Drink - Fast Food Boom! ★ Art - Andy Warhol ★ Literature - Rolling Stone - Cosmopolitan - Marvel Comics - ★ Music - Beach Boys - Folk Music - Beatles - Bob Dylan - Monkees - Grateful Dead - Simon and Garfunkel - Rolling Stones ★ Entertainment Beach Movies Sesame Street Bonanza Daytime Talk Shows Andy Griffith Gilligan Saturday morning cartoons Speed Racer ★ Sports and Games Superbowl Muhammad Ali Frisbee Joe Namath Evil Knievel Twister ★ Fads and Fashions Bell Bottoms Doc Martens Miniskits</p>	<p>-What are the underlying values of popular culture? -What is the impact of significant individuals, movements, and groups on American popular culture? -What is the cause-and-effect relationships between social, economic, and political characteristics and popular culture?</p>	<p>-Student research projects: power points, demonstrations, posters, presentations, skits -Writing prompts -Video and Audio clips -Literature reviews</p>

<p>Twiggy Mary Kay Cosmetics</p>		
<p>-1970's</p> <ul style="list-style-type: none"> <li>★ People <ul style="list-style-type: none"> <li>- Patty Hearst</li> <li>- Farrah Faucet</li> </ul> </li> <li>★ Events <ul style="list-style-type: none"> <li>- Three Mile Island</li> <li>- Elvis dies</li> <li>- Roe v. Wade</li> <li>- Jonestown Massacre</li> <li>- Kent State Massacre</li> </ul> </li> <li>★ The Way we Lived <ul style="list-style-type: none"> <li>- apple Computer</li> <li>- Divorce</li> <li>- Equal Rights Amendment</li> <li>- Chia Pets</li> <li>- Serial Killers</li> <li>- Cults</li> <li>- Pet Rocks</li> <li>- Personal Computers</li> </ul> </li> <li>★ Sports/Games <ul style="list-style-type: none"> <li>- Aerobics</li> <li>- Hacky Sack</li> <li>- Atari</li> <li>- Dungeons and Dragons</li> <li>- Pong</li> <li>- Video Games</li> </ul> </li> <li>★ Print Culture <ul style="list-style-type: none"> <li>- Judy Blume</li> <li>- Harlequin Romances</li> <li>- Garfield</li> <li>- People</li> </ul> </li> <li>★ Music <ul style="list-style-type: none"> <li>- Disco</li> <li>- Led Zepplin</li> <li>- Walkman</li> <li>- The Hustle</li> <li>- KISS</li> </ul> </li> <li>★ Entertainment <ul style="list-style-type: none"> <li>All in the Family</li> <li>Charlie's Angels</li> <li>Little House on the Prairie</li> <li>Happy Days</li> <li>M*A*S*H</li> <li>Cable TV</li> <li>Rocky</li> <li>Star Wars</li> </ul> </li> <li>★ Fads and Fashions <ul style="list-style-type: none"> <li>Polyester suits</li> <li>Farrah Hair</li> <li>Hot Pants</li> <li>Mood Rings</li> </ul> </li> </ul>	<p>-What are the underlying values of popular culture? -What is the impact of significant individuals, movements, and groups on American popular culture? -What is the cause-and-effect relationships between social, economic, and political characteristics and popular culture? culture</p>	<p>-Student research projects: power points, demonstrations, posters, presentations, skits -Writing prompts -Video and Audio clips -Literature reviews</p>
<p>-1980's</p> <ul style="list-style-type: none"> <li>★ People <ul style="list-style-type: none"> <li>- Sandra Day O'Conner</li> <li>- Michael Jackson</li> </ul> </li> </ul>	<p>-What are the underlying values of popular culture? -What is the impact of significant individuals,</p>	<p>-Student research projects: power points, demonstrations, posters, presentations, skits</p>



<ul style="list-style-type: none"> <li>- Madonna</li> <li>★ Events <ul style="list-style-type: none"> <li>- John Lennon Assassinated</li> <li>- Challenger Explosion</li> <li>- Exxon Valdez Spill</li> <li>- End of Cold War</li> </ul> </li> <li>★ The Way we lived <ul style="list-style-type: none"> <li>- AIDS</li> <li>- Cabbage Patch Kids</li> <li>- Minivans</li> <li>- Skinheads</li> <li>- Urban Legends</li> <li>- Home Shopping Network</li> </ul> </li> <li>★ Sports and Games <ul style="list-style-type: none"> <li>- Wayne Gretzky</li> <li>- WWF</li> <li>- Pac Man</li> <li>- Rubik's Cube</li> <li>- Trivial Pursuit</li> </ul> </li> <li>★ Print Culture <ul style="list-style-type: none"> <li>- USA Today</li> <li>- The Far Side</li> </ul> </li> <li>★ Music <ul style="list-style-type: none"> <li>- Compact Disc</li> <li>- MTV</li> <li>- Rap/Hip-Hop</li> <li>- Heavy Metal</li> <li>- Run-DMC</li> <li>- Farm/Live Aid</li> </ul> </li> <li>★ Entertainment <ul style="list-style-type: none"> <li>Indiana Jones</li> <li>Ghostbusters</li> <li>ET</li> <li>Friday the 13<sup>th</sup></li> <li>Cheers</li> <li>CNN</li> <li>Cosby Show</li> <li>Miami Vice</li> </ul> </li> <li>★ Fads and Fashions <ul style="list-style-type: none"> <li>Goth</li> <li>Preppies</li> <li>Polo Shirt</li> <li>Supermodels</li> </ul> </li> </ul>	<p>movements, and groups on American popular culture?</p> <p>-What is the cause-and-effect relationships between social, economic, and political characteristics and popular culture?</p>	<ul style="list-style-type: none"> <li>-Writing prompts</li> <li>-Video and Audio clips</li> <li>-Literature reviews</li> </ul>
<p>-1990's</p> <ul style="list-style-type: none"> <li>★ People <ul style="list-style-type: none"> <li>- Rodney King</li> <li>- Oprah Winfrey</li> <li>- Rush Limbaugh</li> <li>- Steve Jobs</li> <li>- Bill Gates</li> </ul> </li> <li>★ Events <ul style="list-style-type: none"> <li>- OK City bombing</li> <li>- Branch dividians</li> <li>- Clinton's Impeachment</li> </ul> </li> <li>★ Way We Lived <ul style="list-style-type: none"> <li>- Internet</li> <li>- Email</li> </ul> </li> </ul>	<p>-What are the underlying values of popular culture?</p> <p>-What is the impact of significant individuals, movements, and groups on American popular culture?</p> <p>-What is the cause-and-effect relationships between social, economic, and political characteristics and popular culture?</p>	<p>-Student research projects: power points, demonstrations, posters, presentations, skits</p> <ul style="list-style-type: none"> <li>-Writing prompts</li> <li>-Video and Audio clips</li> <li>-Literature reviews</li> </ul>

<ul style="list-style-type: none"> <li>- OJ Simpson</li> <li>- Coffee</li> <li>- Cell Phones</li> <li>- Chat rooms</li> <li>- Amazon.com</li> <li>- In line skates</li> <li>- Video Games</li> <li>★ Sports and Games <ul style="list-style-type: none"> <li>- Extreme Sports</li> <li>- Michael Jordan</li> <li>- Tiger Woods</li> </ul> </li> <li>★ Print Culture <ul style="list-style-type: none"> <li>- Harry Potter Series</li> <li>- John Grisham</li> <li>- Tom Clancy</li> <li>- Chicken Soup Books</li> </ul> </li> <li>★ Music <ul style="list-style-type: none"> <li>- Alternative</li> <li>- Country Music</li> <li>- Britney Spears</li> <li>- Nirvana</li> <li>- Grunge</li> <li>- Raves</li> </ul> </li> <li>★ Entertainment <ul style="list-style-type: none"> <li>Austin Powers</li> <li>Ally McBeal</li> <li>Beavis and Butthead</li> <li>Frasier</li> <li>South Park</li> <li>Seinfeld</li> <li>Simpsons</li> <li>Forrest Gump</li> <li>Toy Story</li> <li>Jurassic Park</li> <li>Lion King</li> <li>Friends</li> <li>Beverly Hills 90210</li> <li>The Real World</li> </ul> </li> <li>★ Fads and Fashions <ul style="list-style-type: none"> <li>Pegged Pants</li> <li>Teased Hair</li> <li>Abercrombie &amp; Fitch</li> <li>Tommy Hilfiger</li> </ul> </li> </ul>		
<p>Return to the present: What causes change in American popular culture?</p>	<p>-What are the essential questions that call for a refined understanding of what makes America American and how its people and their dreams have developed over time?</p>	<p>-Student research projects: power points, demonstrations, posters, presentations, skits  -Writing prompts  -Video and Audio clips  -Literature reviews</p>