



A Planned Course of Study

History of Contemporary American Culture

A Social Studies Elective Course

**ASHS Course # 0295**

*Abington School District*

*Abington, PA*

*September 2016*

## PLANNED COURSE OF STUDY

### **I. Objectives**

Students will demonstrate a level of proficiency in each of the following areas of *Social Studies as delineated in the Pennsylvania Academic Standards*:

#### **Economics**

##### Standard Area – 6.1: Scarcity and Choice

Identify the origin of resources and analyze the impact on the production of goods and services.

Analyze how unlimited wants and limited resources affect decision making.

Explain how incentives cause people to change their behavior in predictable ways.

##### Standard Area – 6.2: Markets and Economic Systems

Analyze how media affects economic decisions.

##### Standard Area 6.4: Economic Interdependence

Explain how specialization contributes to economic interdependence on a national and international level.

##### Standard Area – 6.5: Income, Profit and Wealth

Define wealth and describe its distribution within and among the political divisions of the United States.

#### **Civics and Government**

##### Standard Area- 5.1 Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.

Evaluate the application of the principles and ideals in contemporary civic life.

1. Liberty / Freedom
2. Democracy
3. Justice
4. Equality

##### Standard Area - 5.3: How Government Works.

Evaluate how government agencies create, amend, and enforce regulations.

Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

Evaluate the impact of interest groups in developing public policy.  
Evaluate the role of mass media in setting public agenda and influencing political life.

## **History:**

### Standard Area – 8.3: United States History

Analyze how continuity and change have impacted the United States.  
Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

### Standard Area – 8.4: World History

Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.  
Contrast the importance of historical documents, artifacts, and sites which are critical to world history.  
Analyze how continuity and change have impacted world history.  
Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

## **Reading:**

### Standard Areas:

- 1.2.11. A: Read and understand essential content of informational texts and documents in all academic areas
- 1.8.11. A: Select and refine a topic for research.
- 1.8.11. B: Locate information using appropriate sources and strategies.
- 1.8.11. C: Organize, summarize, and present the main ideas from the research.

## **Common Core Standards**

1. CC.8.5.11-12.B: 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...
2. CC.8.5.11-12.C: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain...
3. CC.8.5. 11-12 D: 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)..
4. CC.8.5.11-12.E: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. .
5. CC.8.5.11-12.F: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence...
6. CC.8.5.11-12.G: 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...
7. CC.8.5.11-12.H: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. .
8. CC.8.5.11-12.I: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

9. CC.8.5.11-12.J: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
10. CC.8.5.11-12.B: 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...
11. CC.8.5.11-12.C: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain...
12. CC.8.5. 11-12 D: 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
13. CC.8.5.11-12.E: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. .
14. CC.8.5.11-12.F: Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence...
15. CC.8.5.11-12.G: 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...
16. CC.8.5.11-12.H: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. .
17. CC.8.5.11-12.I: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources...
18. CC.8.5.11-12.J: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

## **II. Major Concepts**

- A. Defining Mass Media
  - i. Culture and Evolution of Mass Communication
  - ii. “High Culture” vs. “Low Culture”
  - iii. Analysis & Discussion of a Critical Perspective
- B. Cultural Landscape
  - i. The Power of Media in Everyday Life
  - ii. Defining Social Norms
  - iii. Cultural Values of the Modern Period
- C. Technological Advancements through the 20<sup>th</sup>-21<sup>st</sup> Century and its impact on Popular Culture
  - i. Impact of Radio, Audio Recording, Television, Film, Print & the Internet (The Electronic Age & Digital Age)
- D. Consumer Culture: Advertising
- E. Social Revolution through Mass Media
  - i. Democratic Expressions
- F. Civil Rights
- G. Women’s Rights: Defining Gender Roles through Mass Media
- H. Reaction to War
  - i. Ethics of reporting on war

- I. Economic Changes
  - i. Analyzing the Media Economy

### III. Instruction

- A. (Days and Length of class period)
  - 1. The course meets 5 periods per week for the duration of one semester in the school year.
  - 2. A class period is approximately 45-49 minutes.
- B. Pacing (content by marking period)

Marking Period	Unit	Resources
Quarter 1	Intro to Pop Culture, Civil Rights	Media & Culture Text, The Americans
Quarter 2	Women's Rights, War, Economic Changes	Media & Culture Text, The Americans

### C. Methods

- 1. The instructor with the help of the students and staff will identify and select community resource people to provide experiences that extend and enrich the learning experience.
- 2. The librarian, in cooperation with the instructor, will identify evaluate and select library resource material that will enhance learning activities.
- 3. Role playing, simulation, drawing, creative projects, group discussions, and sharing of literary selections will be used to help the students express attitudes and values.
- 4. The instructor will meet students' individual needs by selecting a variety of supplementary materials of varied levels of difficulty.
- 5. The instructor will modify learning activities for academically challenged students if needed.
- 6. The instructor will introduce students to computer applications related to social studies.
- 7. The instructor will provide opportunities for expository writing.
- 8. The instructor will develop reading activities in conjunction with the Reading Department.
- 9. The instructor will expose students to primary source material.

10. The instructor will use traditional methods of teaching in conjunction with inquiry approach and discovery learning.
11. The teacher will create opportunities for students to gain and demonstrate understanding of content objectives through expository and creative writing, visual projects, cooperative activities, simulations, performance based activities, and traditional testing.
12. The teacher will implement the use of technology through the use of the Promethean Board and laptops.

**D. Resources/Technology**

1. Textbook: Media & Culture 8<sup>th</sup> Edition; Campbell, Martin; Fabos
2. WiFi internet access, lap top classroom cart access.
3. Computer software, internet databases, internet resources.
4. Google Earth, traditional maps, globes, and atlases.
5. Safari and Safari Montage video system.
6. MLA Trimmers for writing assignments.
7. Relevant periodicals.
8. Various research tools provided by ASD

**IV. Assessment**

**A. Procedures for Evaluation**

1. As a selective elective course, students will delve deeper into the course material than in the American Studies Survey course. Accordingly, the level of individual responsibility will surpass that expected at other levels.

**B. Procedures for Evaluation**

**i. Summative assessments**

1. A common assessment will be administered at the end of each unit.

**ii. Formative assessments will be administered in a variety of formats.**

1. The following are some of the techniques used to assess student progress.

- a. Observation
- b. Group Discussion
- c. Written and oral classroom assignments
- d. Homework assignments
- e. Creative projects
- f. Quizzes
- g. Written unit examinations
  - i. Essay
  - ii. Objective

h. Class Participation

- iii. Accommodations aligned with those permitted for the PSSA/Keystone Exams and included in IEP's will be provided for Special Education students who are enrolled in this course.

C. Expected Levels of Achievement

Students are expected to achieve at least a minimum level of proficiency. Proficiency and related grades are defined as follows:

A.....	90 – 100%
B.....	80 - 89%
C.....	70 - 79%
D.....	60 - 69%