



HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS

Office of Curriculum and Instruction

CURRICULUM MAP

COURSE TITLE	History of Popular Culture In America							
GRADE BAND		PreK-4		5-6		7-8	X	9-12
DEPARTMENT	Social Studies							
LAST REVISION DATE	August 2022							
BOE APPROVAL DATE	December 19, 2022							

COURSE OVERVIEW

The History of Pop Culture course introduces students to the systematic study of themes, successes and failures, and the history of popular culture during the 20th and 21st Centuries. This semester course will focus on pop culture of the United States decades starting with the 1920s to the present day. Using primary sources (excerpts from readings, art, television clips, movie clips, music, radio, news articles, etc.), students will learn about the development of popular culture, the impact that popular culture has on individuals living in the United States and how popular culture is a reflection of the time period. Students will also learn about the diffusion of pop culture and the impact of globalization on pop culture. Upon completion of this course, students will be able to understand and explain the various trends in art, literature, movies, music, radio, television, theater, and fads; recognize and interpret the themes and impacts that popular culture has on a society; and characterize and analyze the changes that occur in history to develop popular culture. Students will become critical consumers of media.

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UNIT OF STUDY	Unit I: What Is Popular Culture?
PACING	Approx. 15 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What is popular culture and how does it differ from other forms of culture? ● How is popular culture sustained and diffused? ● How can the “lines between high, folk, and popular culture” become blurry? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Popular culture is a collection of music, art, literature, and other forms of media consumed by the masses. ● Popular culture is influenced by industry leaders and the events in a time period. ● Popular culture can influence industry leaders and define events in a time period. ● Subcultures and countercultures develop within popular culture. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Use primary and secondary sources and current events related to the concept of popular culture to analyze what popular culture is and what it is not. ● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why popular culture is influenced by industry leaders and events of the time period. ● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why popular culture influences industry leaders and helps to define events of the time period. ● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why subcultures and countercultures develop within popular culture. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Student Questionnaire ● Entrance/Exit Ticket ● Writing Prompt ● Class discussion
Formative	<ul style="list-style-type: none"> ● Homework assignments ● Student presentations ● Article summaries ● Class Discussions ● Documentary Summaries and analysis ● Current event analysis and discussion ● Exit tickets

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Summative	<ul style="list-style-type: none"> ● Open Note Short Answer quizzes ● Student products ● Student Presentations
Benchmark	<ul style="list-style-type: none"> ● Open Note Short Answer quizzes ● Student products ● Student Presentations

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- 6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
- 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
- 6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.
- 6.1.12.EconET.11.a: Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.
- 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.
- 6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
- 6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
- 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

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- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- 1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
- 1.2.12adv.Re8a: Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.
- 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.
- 1.5.12 acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
- 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
- 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.
- 1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.

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- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
- 1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.
- 1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
- 1.5.12adv.Cn11b: Assess the impact of an artist or group of artists on global issues, including climate change.
- 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.
- 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.
- 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
- 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

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CAREERS ASSOCIATED WITH THIS UNIT

- Psychology
- Sociology/philosophy
- Art dealer
- Photographer
- Museum work/public history
- Music producer, writer, performer, editor
- TV producer, writer, actor, director, editor
- Film producer, writer, actor, director, editor
- Chef
- Sports athlete/player, manager, coach
- Business and management
- Talent agent or manager
- Author, editor

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
- 6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
- 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- None.

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Self-Management

- None.

Social Awareness

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Relationship Skills

- None.

Responsible Decision-Making

- None.

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Print Resources:

- Ashby, LeRoy. (2012) *With Amusement for All: A History of American Popular Culture*. The University Press of Kentucky.
- Betts, Raymond F., and Lyz Bly. (2013) *A History of Popular Culture: More of Everything, Faster and Brighter*. Routledge.
- Colbert, David. (1998) *Eyewitness to America: 500 Years of America in the Words of Those Who Saw It Happen*. Random House.
- Cullen, Jim. (2013) *Popular Culture: In American History*. Wiley-Blackwell.
- Danesi, Marcel. (2019) *Popular Culture: Introductory Perspectives*. Rowman & Littlefield.

Non Print Resources:

- Atlantic Media Company. (n.d.). *Culture*. The Atlantic. Retrieved September 29, 2022, from <https://www.theatlantic.com/entertainment/>.
- Guardian News and Media. (n.d.). *Arts and Entertainment News from Guardian US*. The Guardian. Retrieved September 29, 2022, from <https://www.theguardian.com/us/culture>.
- *History of American Pop Culture*. (n.d.). Retrieved September 29, 2022, from <https://www.explorepopculture.com/home>.

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- *Pop culture class materials.* Melisa Shen's Website. (n.d.). Retrieved September 29, 2022, from <https://melisashen.weebly.com/pop-culture-class-materials.html>.
- The pop history dig. (n.d.). Retrieved September 29, 2022, from <https://pophistorydig.com/>.
- *Digital history.* UH. (n.d.). Retrieved September 29, 2022, from <http://www.digitalhistory.uh.edu/>.
- Admin, E. T. T. (2020, August 7). *Welcome.* Best of History Web Sites. Retrieved September 29, 2022, from <https://besthistorysites.net/>.
- *Know your meme.* Know Your Meme. (n.d.). Retrieved September 29, 2022, from <https://knowyourmeme.com/>.
- *Home: National museum of American History.* Home | National Museum of American History. (n.d.). Retrieved September 29, 2022, from <https://americanhistory.si.edu/>.
- *The Gilder Lehrman Institute of American History.* History Now | Gilder Lehrman Institute of American History. (n.d.). Retrieved September 29, 2022, from <https://www.gilderlehrman.org/history-now/2017-11/excavating-american-history>.
- *Bring History to Life.* DocsTeach. (n.d.). Retrieved September 29, 2022, from <https://www.docsteach.org/>.
- NPR. (n.d.). *Home Page Top Stories.* NPR. Retrieved August 29, 2022, from <https://www.npr.org/>.
- Person. (n.d.). *Culture desk: Entertainment news, TV, music, art, and theatre reviews.* The New Yorker. Retrieved September 29, 2022, from <https://www.newyorker.com/culture/culture-desk>.
- PBS LearningMedia. (2020, November 23). *DPLA primary source sets.* PBS LearningMedia. Retrieved September 29, 2022, from <https://nj.pbslearningmedia.org/collection/dpla-teaching-guides-primary-source-sets>.
- Time. (n.d.). *Entertainment.* Time. Retrieved September 29, 2022, from <https://time.com/section/entertainment/>.
- Variety. (n.d.). Retrieved September 29, 2022, from <https://variety.com/>.
- Editor. "Cost of Super Bowl Advertising Breakdown by Year." *Superbowl*, 21 Dec. 2021, <https://www.superbowl-ads.com/cost-of-super-bowl-advertising-breakdown-by-year/>.
- Editor. "Cost of Super Bowl Advertising Breakdown by Year." *Superbowl*, 21 Dec. 2021, <https://www.superbowl-ads.com/cost-of-super-bowl-advertising-breakdown-by-year/>.
- Stradley, Linda. "Regional Foods." *What's Cooking America*, 16 Mar. 2021, <https://whatscookingamerica.net/americanregionalfoods/regionalamericanindex.htm>.
- Oliver, Lynne. "Food Timeline: Food History Research Service." *Food Timeline: Food History Research Service*, <https://www.foodtimeline.org/>.
- Magazine, Smithsonian. "How Enslaved Chefs Helped Shape American Cuisine." *Smithsonian.com*, Smithsonian Institution, 20 July 2018, <https://www.smithsonianmag.com/history/how-enslaved-chefs-helped-shape-american-cuisine-180969697/>.
- Regelski, Christina. "The Soul of Food." *US History Scene*, 17 Jan. 2021, <https://ushistoryscene.com/article/slavery-southern-cuisine/>.
- Joseph, Dana. "American Food: The 50 Greatest Dishes." *CNN*, Cable News Network, 12 July 2017, <https://www.cnn.com/travel/article/american-food-dishes/index.html>.

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- Childers, Liz. "Ranking the 50 Most American Foods." *Thrillist*, 30 June 2014, <https://www.thrillist.com/eat/nation/power-ranking-the-most-american-foods>.
- Peter Genovese | NJ Advance Media for NJ.com. "The 64 Foods That Define New Jersey - and Where to Get Them." *NJ.com*, 25 Aug. 2019, <https://www.nj.com/life-and-culture/g66l-2019/03/a759d465639019/the-64-foods-th-at-define-new-jersey-and-where-to-get-them-.html>.
- "The Most-Notorious EATS in New Jersey." *Food Com*, <https://www.foodnetwork.com/restaurants/packages/best-food-in-america/photos/what-to-eat-new-jersey>.
- "Restaurant Guide to Hillsborough, NJ." *Hillsborough New Jersey*, <https://hillsborough-nj.org/restaurant-guide>.
- "The History of Fast Food." *History of Fast Food - Development of Fast Food Industry*, <http://www.historyoffastfood.com/>.
- Butler, Stephanie. "From Chuck Wagons to Pushcarts: The History of the Food Truck." *History.com*, A&E Television Networks, 8 Aug. 2014, <https://www.history.com/news/from-chuck-wagons-to-pushcarts-the-history-of-the-food-truck>.

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UNIT OF STUDY	Unit 2: The Growth of Popular Culture in the 1920s and 1930s
PACING	Approx. 15 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How did technological advancements of the 1920s and 1930s impact American culture? ● How did the arts and entertainment reflect the culture of the 1920s and 1930s? ● What political changes of the 1920s and 1930s influenced the formation of modern society? ● How were minorities included and excluded from the culture of the 1920s and 1930s? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Popular culture is a collection of music, art, literature, and other forms of media consumed by the masses. ● The masses and influence of industry leaders help to create popular culture through the use of various technologies like radio, television, and the internet. ● Popular culture began to develop and grow during the 1920s and 1930s due to economic changes and consumption of vaudeville, the radio, newspapers, literature, silent films, and talkies. ● Minority groups had a huge impact on popular culture during the 1920s and 1930s. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why popular culture is influenced by industry leaders and events of the time period. ● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why popular culture influences industry leaders and helps to define events of the time period. ● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why subcultures and countercultures develop within popular culture. ● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why women and African Americans had a profound influence on United States culture during this era. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Student Questionnaire ● Entrance/Exit Ticket ● Writing Prompt ● Class discussion

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Formative	<ul style="list-style-type: none"> ● Homework assignments ● Student presentations ● Article summaries ● Class Discussions ● Documentary Summaries and analysis ● Current event analysis and discussion ● Exit tickets
Summative	<ul style="list-style-type: none"> ● Open Note Short Answer quizzes ● Student products ● Student Presentations
Benchmark	<ul style="list-style-type: none"> ● Open Note Short Answer quizzes ● Student products ● Student Presentations

NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs)

Must include the standard # & verbiage

- 6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
- 6.1.12.HistoryCC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.
- 6.1.12.History CC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
- 6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
- 6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
- 6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
- 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
- 6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.
- 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

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Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- 1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
- 1.2.12adv.Re8a: Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.
- 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.
- 1.5.12 acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
- 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
- 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.
- 1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.
- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
- 1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.
- 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.
- 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.
- 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

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- 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

CAREERS ASSOCIATED WITH THIS UNIT

- Psychology
- Sociology/philosophy
- Art dealer
- Photographer
- Museum work/public history
- Music producer, writer, performer, editor
- TV producer, writer, actor, director, editor
- Film producer, writer, actor, director, editor
- Chef
- Sports athlete/player, manager, coach
- Business and management
- Talent agent or manager
- Author, editor

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DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
- 6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
- 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- None.

Self-Management

- None.

Social Awareness

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Relationship Skills

- None.

Responsible Decision-Making

- None.

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MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – Cited print and electronic sources

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- “War of the Worlds: Orson Welles Radio Broadcast, 1938,” YouTube, uploaded by David Web December 16, 2010. Retrieved October 10, 2022 from <https://www.youtube.com/watch?v=Xs0K4ApWl4g>.
- “The Silent Era: Crash Course Film History #9”, YouTube, Uploaded by Crash Course June 8, 2017. Retrieved October 10, 2022 from <https://youtu.be/ROOV9tucra0>.
- “Breaking the Silence: Crash Course Film History #10”, YouTube, uploaded by Crash Course, June 15, 2017. Retrieved October 10, 2022 from https://youtu.be/IY_AilCb6gk.
- “A Short History of Radio,” Library, https://transition.fcc.gov/omd/history/radio/documents/short_history.pdf.
- “The Century America’s Time- 1920-1929 Boom to Bust.” YouTube. Uploaded by John F. McDonnell from The History Channel. Retrieved August 21, 2022 from <https://www.youtube.com/watch?v=RN7ftyZigYs&t=1s>.
- “The Century America’s Time- 1929-1936 Stormy Weather.” YouTube. Uploaded by John F. McDonnell from The History Channel. Retrieved October 10, 2022 from <https://youtu.be/zSfzFWU5LbY>.
- *The Great Train Robbery*. Directed by Edwin S. Porter. Edison Manufacturing Company, 1903.
- *The Jazz Singer*. Directed by Alan Crosland. Warner Brothers Pictures, 1927.
- *Steamboat Willie*. Directed by Walt Disney. Walt Disney Studio, 1928.
- *Safety Last*. Directed by Fred C. Newmyer and Sam Taylor. Hal Roach Studios, 1923.
- *It*. Directed by Clarence Badger. Paramount Pictures, 1927.
- *Modern Times*. Directed by Charlie Chaplan. United Pictures, 1936.
- *Swing Time*. Directed by George Stevens. RKO Pictures, 1936.
- *Bright Eyes*. Directed by David Butler. Fox Film, 1934.
- *Snow White and the Seven Dwarfs*. Directed by David Hand. Walt Disney Productions, 1937.
- *Wizard of Oz*. Directed by Victor Fleming. Metro-Goldwyn-Mayer, 1939.
- “American Masters: Vaudeville Season 12, Episode 2.” Executive Producer Susan Lacy, PBS, 1997.
- “Pioneers of Primetime.” PBS, 2005.
- “Little Orphan Annie Radio Broadcast.” YouTube. Uploaded by shapochika. Retrieved October 11, 2022 from <https://youtu.be/HYYAwSYyRy4>.
- “The History of Cinema- Silent Era.” YouTube. Uploaded by The Narrative of Cinema: ROFS May 2, 2017. Retrieved October 11, 2022 from <https://youtu.be/SYvZPCmeEO4>.

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- “A Concise History of the Origins of Cinema (Revised Narration).” *YouTube*. Uploaded by The Motion of Pictures May 17, 2013. Retrieved October 11, 2022 from https://youtu.be/pBahe2_szk0.
- “A Brief History of Film.” *YouTube*. Uploaded by Film Thought Project May 12, 2020. Retrieved October 11, 2022 from <https://youtu.be/utntGgcsZWI>.
- “The Gay Harlem Renaissance: The History You Didn’t Learn.” *YouTube*. Uploaded by TIME February 9, 2022. Retrieved October 12, 2022 from <https://www.youtube.com/watch?v=71fKS2SF-0U>.
- “The Flapper Era.” *Jazz Culture - The Flapper Era and Harlem Renaissance*, <https://www.clickitticket.com/jazzage.html>.
- LaFalce, Ben. “History of Black Theater in America.” *SeatUp, LLC*, 27 July 2022, <https://seatup.com/blog/history-of-black-theater-in-america/>.
- Travsd. “The Women of Vaudeville.” (*Travalanche*), 4 Feb. 2022, <https://travsd.wordpress.com/2012/03/01/the-women-of-vaudeville/>.
- Beineke, Jennifer. “6 Women of Vaudeville.” *HubPages*, HubPages, 12 Feb. 2021, <https://discover.hubpages.com/entertainment/6-Women-of-Vaudeville>.
- “History ~ Vaudeville and Broadway.” *PBS*, Public Broadcasting Service, 11 Nov. 2015, <https://www.pbs.org/wnet/makeemlaugh/comedys-evolution/history-vaudeville-and-broadway/31/>.
- Evans, Farrell. “8 Moments When Radio Helped Bring Americans Together.” *History.com*, A&E Television Networks, 12 Aug. 2021, <https://www.history.com/news/most-famous-historic-radio-broadcasts>.

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UNIT OF STUDY	Unit 3: America at War and Post-War America- Popular Culture in the 1940s and 1950s
PACING	Approx. 15 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none">● How did the rise of the middle class shape American Culture?● Why were groups of people left out of the prosperity of the 1940s and 1950s?● How did technological advancements of the 1940s and 1950s impact American culture?● How did the arts and entertainment reflect the culture of the 1940s and 1950s?● What political changes of the 1940s and 1950s influenced the formation of modern society?	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none">● The 1940s and 1950s was a time of rapid technological advancement and increased consumerism which targeted the middle class.● During the 1940s and 1950s, white, middle-class families were the primary benefactors of prosperity and targets of popular culture.● The United States government used popular culture to project their goals and war aims and gain popular support for the war effort during World War II.● United States popular culture was spread on a global scale through the use of technology.	
LEARNING TARGETS	
<ul style="list-style-type: none">● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why popular culture is influenced by industry leaders and events of the time period.● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why popular culture influences industry leaders and helps to define events of the time period.● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why subcultures and countercultures develop within popular culture.● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why the 1940s and 1950s were a time of rapid technological advancement and increased consumerism which targeted the middle class.● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why the 1940s and 1950s white, middle-class families were the primary benefactors of prosperity and targets of popular culture.● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why the United States government used popular	

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culture to project their goals and war aims and gain popular support for the war effort during World War II.

- Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why American popular culture was spread on a global scale through the use of technology.

COMMON ASSESSMENTS

Pre-Assessment(s)	<ul style="list-style-type: none"> ● Student Questionnaire ● Entrance/Exit Ticket ● Writing Prompt ● Class discussion
Formative	<ul style="list-style-type: none"> ● Homework assignments ● Student presentations ● Article summaries ● Class Discussions ● Documentary Summaries and analysis ● Current event analysis and discussion ● Exit tickets
Summative	<ul style="list-style-type: none"> ● Open Note Short Answer quizzes ● Student products ● Student Presentations
Benchmark	<ul style="list-style-type: none"> ● Open Note Short Answer quizzes ● Student products ● Student Presentations

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- 6.1.12.EconET.11.a: Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.
- 6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
- 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.

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- 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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- NJSLA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- NJSLA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- 1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
- 1.2.12adv.Re8a: Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.
- 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.
- 1.5.12 acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
- 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
- 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.
- 1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.
- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
- 1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.
- 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.

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- 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.
- 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
- 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

CAREERS ASSOCIATED WITH THIS UNIT

- Psychology
- Sociology/philosophy
- Art dealer
- Photographer
- Museum work/public history
- Music producer, writer, performer, editor
- TV producer, writer, actor, director, editor
- Film producer, writer, actor, director, editor

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- Chef
- Sports athlete/player, manager, coach
- Business and management
- Talent agent or manager
- Author, editor

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
- 6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
- 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- None.

Self-Management

- None.

Social Awareness

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Relationship Skills

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Course Title: History of Popular Culture in America

- None.

Responsible Decision-Making

- None.

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- “Everybody Seems to Feel Obligated to Acquire a Tan.” *HISTORY MATTERS - The U.S. Survey Course on the Web*, <http://historymatters.gmu.edu/d/6332>.
- “‘You Are the Un-Americans, and You Ought to Be Ashamed of Yourselves’: Paul Robeson Appears before HUAC.” *HISTORY MATTERS - The U.S. Survey Course on the Web*, <http://historymatters.gmu.edu/d/6440>.
- “‘Good Shall Triumph over Evil’: The Comic Book Code of 1954.” *HISTORY MATTERS - The U.S. Survey Course on the Web*, <http://historymatters.gmu.edu/d/6543/>.
- “First Television Commercial.” YouTube. Uploaded by Dave Birss October 20, 2011. Retrieved October 12, 2022 from <https://youtu.be/ljic2uDi1OI>.
- “Modern History: Franklin D. Roosevelt - Six Fireside Chats 1933-1938 : Universal Studios : Free Download, Borrow, and Streaming.” Internet Archive, <https://archive.org/details/WorldHistoryFranklinD.Roosevelt-SixFiresideChats1933-1938>.
- “Voting Rights Act of 1965.” Voting Rights Act of 1965 | DPLA, <https://dp.la/primary-source-sets/voting-rights-act-of-1965>.
- “Pop Art in the US.” Pop Art in the US | DPLA, <https://dp.la/primary-source-sets/pop-art-in-the-us>.
- “The Century America’s Time- 1941-1945 HomeFront.” YouTube. Uploaded by John F. McDonnell from The History Channel. Retrieved August 23, 2022 from <https://youtu.be/ZPP0ae2zrXY>.
- “The Century America’s Time- 1946-1952 Best Years.” Uploaded by John F. McDonnell. Retrieved August 23, 2022 from <https://youtu.be/4VdXTw4q6y8>.
- “The Century America’s Time- 1953-1960 Happy Daze”, Uploaded by John F. McDonnell. Retrieved August 23, 2022 from <https://youtu.be/l6dsc5p5-3A>.
- *A League of their Own*. Directed by Penny Marshall. Columbia Pictures, 1992.
- *Pillow Talk*. Directed by Michael Gordon. Universal Pictures, 1959.
- *Elvis*. Directed by Baz Luhrmann. Warner Brothers, 2022.
- *The Best of I Love Lucy- “Job Switching 1952”*. Uploaded by The Best of I Love Lucy. Retrieved, March 28, 2022 from

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<https://www.youtube.com/watch?v=pb4p8Ki-QaE&list=ELRSIxV2qyN8RHX8pWmlkayA&index=16>.

- *The Founder*. Directed by John Lee Hancock. FilmNation Entertainment, 2016.
- The People History -- Steve Pearson. "List of 1940's Major News Events in History." What Happened in the 1940s Featuring News, Popular Culture, Prices and Technology, <https://www.thepeoplehistory.com/1940s.html>.
- The People History -- Steve Pearson. "List of 1950's Major News Events in History." What Happened in the 1940s Featuring News, Popular Culture, Prices and Technology, <https://www.thepeoplehistory.com/1950s.html>.
- "The Fabulous Forties." *YouTube*. Uploaded by Reading Through History. Retrieved October 12, 2022 from https://www.youtube.com/watch?v=IHAnSS_5MhE.
- "Snapshot: The Decades: 1940s." *YouTube*. Uploaded by PBS Western Reserve on April 28, 2015. Retrieved October 12, 2022 from <https://youtu.be/Lx8is6lR6NU>.
- "Comics as Propaganda in WW2." *YouTube*. Uploaded by Comic Trope on November 28, 2020. Retrieved on October 12, 2022 from <https://youtu.be/FzT9l-9N5c4>.
- "Deconstructing Propaganda: WWII Comic Book Covers, Episode 1." *YouTube*. Uploaded by DeWilt55. Retrieved on October 12, 2022 from https://www.youtube.com/watch?v=UOB_pJ5yOis.
- "Deconstructing Propaganda: WW II Comic Book Covers, Episode 2: Prelude to War." *YouTube*. Uploaded by DeWilt55. Retrieved on October 12, 2022 from <https://youtu.be/X86VjilVDR8>.
- *The Propaganda of World War II Comic Books - JSTOR DAILY*. <https://daily.jstor.org/the-propaganda-of-world-war-ii-comic-books/>.
- "The Political Influence of Comics in America During WWII." *SAGU*, <https://www.sagu.edu/thoughthub/the-political-influence-of-comics-in-america-during-wwii/>.
- Magazine, Smithsonian. "Before the Riddler, Batman's Archenemy Was Hitler." *Smithsonian.com*, Smithsonian Institution, 3 Mar. 2022, <https://www.smithsonianmag.com/smithsonian-institution/before-the-riddler-batman-s-archenemy-was-hitler-180979667/>.
- "AMC documentary : Stars and Stripes: Hollywood and World War II 1991." *YouTube*. Uploaded by Documentaries Paradise March 28, 2020. Retrieved October 12, 2022 from <https://youtu.be/-WGXjkEbQpl>.
- "Disney's Best Propaganda Cartoons." *YouTube*. Uploaded by JJ McCullough. Retrieved October 12, 2022 from https://youtu.be/2KB_HqCbJk0.
- "AAGPBL Article: AAGPBL History: Diamonds Are a Girl's Best Friend." *AAGPBL Article: AAGPBL History: Diamonds Are a Girl's Best Friend*, <https://www.aagpbl.org/articles/show/36>.
- "The AAGPBL Uniform - Oh Those Skirts." *YouTube*. Uploaded by the AAGPBL Players Association August 6, 2019. Retrieved October 12, 2022 from <https://youtu.be/FO8VFPZSjR0>.
- "The AAGPBL Uniform - Charm School." *YouTube*. Uploaded by the AAGPBL Players Association August 6, 2019. Retrieved October 12, 2022 from <https://youtu.be/zvqGvBf7-JM>.

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- "South Bend Blue Sox vs. Racine Belles 1943." *YouTube*. Uploaded by the AAGPBL Players Association April 9, 2018. Retrieved October 12, 2022 from <https://youtu.be/lcv3lY2dx90>.
- "Popular Culture and Mass Media in the 1950s (Article)." *Khan Academy*, Khan Academy, <https://www.khanacademy.org/humanities/us-history/postwarera/1950s-america/a/popular-culture-and-mass-media-cnx>.
- "U.S. Supreme Court Decides Paramount Antitrust Case." *History.com*, A&E Television Networks, 13 Nov. 2009, <https://www.history.com/this-day-in-history/u-s-supreme-court-decides-paramount-antitrust-case>.
- "Land of Television." *Ushistory.org*, Independence Hall Association, <https://www.ushistory.org/us/53c.asp>.
- "The History of Television." *YouTube*. Uploaded by Tech Nerd. Retrieved October 12, 2022 from <https://youtu.be/fYpWYJ3f7Jw>.
- "Sitcoms." *PBS*, Public Broadcasting Service, 8 Jan. 2013, <https://www.pbs.org/wnet/pioneers-of-television/pioneering-programs/sitcoms/>.
- "Game Shows." *PBS*, Public Broadcasting Service, 8, Jan. 2013. <https://www.pbs.org/wnet/pioneers-of-television/pioneering-programs/game-shows/>.
- "Top Cartoons of the 50s." *Mental Itch*, 15 Aug. 2022, <https://mentalitch.com/top-cartoons-of-the-50s/>.
- Raman. "History of Disneyland and Timeline." *A Day In LA Tours*, 25 Apr. 2022, <https://www.adayinlatours.com/blog/the-history-of-disneyland/>.
- Gordonskene. "Before It Was Rock and While It Was Segregation - Southern Radio in the 1950s - Past Daily Pop Chronicles." *Past Daily: News, History, Music And An Enormous Sound Archive.*, 10 June 2017, <https://pastdaily.com/2017/06/10/rock-segregation-radio-1950s-past-daily/>.
- "'People Get Ready': Music and the Civil Rights Movement of the 1950s and 1960s." *The Gilder Lehrman Institute of American History*, 23 Mar. 2012, <https://ap.gilderlehrman.org/history-by-era/civil-rights-movement/essays/%E2%80%9Cpeople-get-ready%E2%80%9D-music-and-civil-rights-movement-1950s>.
- *Pioneers of Television: Season 1*. PBS, 2008.
- *Pioneers of Television: Season 2*. PBS, 2011.

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UNIT OF STUDY	Unit 4: Years of Change: Popular Culture in the 1960s and 1970s
PACING	Approx. 15 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none">● How did technological advancements of the 1960s and 1970s impact American culture?● How did the arts and entertainment reflect the culture of the 1960s and 1970s?● How did Americans’ trust or distrust of the United States government shape American culture?	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none">● The 1960s and 1970s saw an erosion of American trust in the government, which helped the counterculture rise.● The Civil Rights Movement helped to spark other rights movements like the Gay Liberation, Feminist, student, and Chicano movements, which helped to further disperse culture.● During the 1960s and 1970s, technological improvements helped spread United States popular culture to other nations and bring culture from Europe to the United States.	
LEARNING TARGETS	
<ul style="list-style-type: none">● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why popular culture is influenced by industry leaders and events of the time period.● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why popular culture influences industry leaders and helps to define events of the time period.● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why subcultures and countercultures develop within popular culture.● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why the 1960s and 1970s saw an erosion of American trust in the government, which helped the counterculture rise.● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why the Civil Rights Movement helped to spark other rights movements like the Gay Liberation, Feminist, student, and Chicano movements, which helped to further disperse culture.● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why during the 1960s and 1970s, technological improvements helped spread United States popular culture to other nations and bring culture from Europe to the United States.	
COMMON ASSESSMENTS	

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Pre-Assessment(s)	<ul style="list-style-type: none"> ● Student Questionnaire ● Entrance/Exit Ticket ● Writing Prompt ● Class discussion
Formative	<ul style="list-style-type: none"> ● Homework assignments ● Student presentations ● Article summaries ● Class Discussions ● Documentary Summaries and analysis ● Current event analysis and discussion ● Exit tickets
Summative	<ul style="list-style-type: none"> ● Open Note Short Answer quizzes ● Student products ● Student Presentations
Benchmark	<ul style="list-style-type: none"> ● Open Note Short Answer quizzes ● Student products ● Student Presentations

NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs)

Must include the standard # & verbiage

- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
- 6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.
- 6.1.12.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
- 6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
- 6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
- 6.1.12.HistoryCC.13.d: Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
- 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

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- 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.2.12.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
- 6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

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- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- 1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
- 1.2.12adv.Re8a: Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.
- 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.
- 1.5.12 acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
- 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
- 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

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- 1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.
- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
- 1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.
- 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.
- 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.
- 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
- 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGl.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

CAREERS ASSOCIATED WITH THIS UNIT

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- Psychology
- Sociology/philosophy
- Art dealer
- Photographer
- Museum work/public history
- Music producer, writer, performer, editor
- TV producer, writer, actor, director, editor
- Film producer, writer, actor, director, editor
- Chef
- Sports athlete/player, manager, coach
- Business and management
- Talent agent or manager
- Author, editor

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
- 6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
- 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- None.

Self-Management

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- None.

Social Awareness

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Relationship Skills

- None.

Responsible Decision-Making

- None.

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- “The Century America’s Time- 1960-1964 Poisoned Dreams”, Uploaded by John F. McDonnell. Retrieved August 23, 2022 from <https://youtu.be/93iBar-VrqA>.
- “The Century America’s Time- 1965-1970 Unpinned”, Uploaded by John F. McDonnell. Retrieved August 23, 2022 from <https://youtu.be/jET2qR8Y-Ng>.
- “The Century America’s Time- 1971-1975 Approaching the Apocalypse,” Uploaded by John F. McDonnell. Retrieved August 23, 2022 from <https://youtu.be/4cLv5FH0FA>.
- “The Century America’s Time- 1976-1980 Starting Over.” Uploaded by John F. McDonnell. Retrieved August 23, 2022 from <https://youtu.be/vus0FTWWcXE>.
- “Ginsberg: Return to the Listening Booth.” Allen Ginsberg, <https://library.harvard.edu/sites/default/files/static/poetry/listeningbooth/poets/ginsberg.html>.
- “The Beatles at the Ed Sullivan Show.” YouTube. Uploaded by W. Executive November 23, 2017. Retrieved October 12, 2022 from https://youtu.be/_qXyw1JiW7I.
- “CBS News Reports on The Beatles.” YouTube. Uploaded by CBS News, January 21, 2014. Retrieved October 12, 2022 from <https://youtu.be/ehNn4v9QxB0>.
- “TNC:172 Kennedy-Nixon First Presidential Debate, 1960.” YouTube. Uploaded by JFK Library. Retrieved on October 12, 2022 from <https://youtu.be/gbrcRKqLSRw>.
- Friedan, Betty. *The Feminine Mystique*. W.W. Norton, 1963.
- “Star Trek’s’ Interracial Kiss 50 Years Ago Boldly Went Where None Had Gone Before.” *NBCNews.com*, NBCUniversal News Group, 28 Nov. 2018, <https://www.nbcnews.com/news/nbcblk/star-trek-s-interracial-kiss-50-years-ago-went-boldly-n941181>.

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- *"The Twilight Zone: The Monsters are Due on Maple Street 1960."* YouTube. Uploaded by tWLiGHT January 23, 2022. Retrieved October 23, 2022 from <https://youtu.be/Ok27k6bX-Yc>.
- *"Star Trek: Plato's Stepchildren- Season 3: Episode 10."* YouTube. Uploaded by gregorija1. Retrieved October 12, 2022 from <https://youtu.be/lThvEsP5-9Y>.
- *Breakfast at Tiffany's*. Directed by Blake Edwards. Paramount Pictures, 1961.
- Reynolds, Gene and Bert Metcalfe. *MASH*. Created by Gelbart Larry, CBS, 1972-1984.
- Lear, Norman. *The Jeffersons*. CBS, 1975-1985.
- Lear, Norman and Yorkin, Bud. *All in the Family*. CBS, 1971-1979.
- Marshall, Gary. *Happy Days*. ABC, 1974-1984.
- Michaels, Lorne. *Saturday Night Live*. NBC, 1975- present.
- Banner, Bob and Hamilton, Joe. *The Carol Burnett Show*. CBS, 1967-1978.
- *Jaws*. Directed by Stephen Spielberg. Universal Pictures, 1975.
- *Star Wars: A New Hope*. Directed by George Lucas. 20th Century Fox, 1977.
- *Grease*. Directed by Randal Kleiser. Paramount Pictures, 1978.
- *Hairspray*. 2007.
- *Pioneers of Television: Season 2*. PBS, 2011.
- *Pioneers of Television: Season 3*. PBS, 2013.
- *The Sixties*. CNN, 2014.
- *The Seventies*. CNN, 2015.

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UNIT OF STUDY	Unit 5: Contemporary America: Popular Culture in the 1980s and 1990s
PACING	Approx. 15 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How did technological advancements of the 1980s and 1990s impact American culture? ● How did the arts and entertainment reflect the culture of the 1980s and 1990s? ● What political changes of the 1980s and 1990s influenced the formation of modern society? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● The development of new technologies continued to diffuse United States culture and bring other cultures to the United States. ● The 1980s and 1990s were a time period of increased globalization and innovation. ● Globalization presented new economic problems that the government needed to address. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why popular culture is influenced by industry leaders and events of the time period. ● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why popular culture influences industry leaders and helps to define events of the time period. ● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why subcultures and countercultures develop within popular culture. ● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why technological advancements of the 1980s and 1990s impacted American culture. ● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why arts and entertainment reflected the culture of the 1980s and 1990s. ● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why political changes of the 1980s and 1990s influenced the formation of modern society. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Student Questionnaire ● Entrance/Exit Ticket ● Writing Prompt

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	<ul style="list-style-type: none"> ● Class discussion
Formative	<ul style="list-style-type: none"> ● Homework assignments ● Student presentations ● Article summaries ● Class Discussions ● Documentary Summaries and analysis ● Current event analysis and discussion ● Exit tickets
Summative	<ul style="list-style-type: none"> ● Open Note Short Answer quizzes ● Student products ● Student Presentations
Benchmark	<ul style="list-style-type: none"> ● Open Note Short Answer quizzes ● Student products ● Student Presentations

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- 6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.
- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
- 6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.
- 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
- 6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
- 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
- 6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

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- 6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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- NJSLA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- NJSLA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- 1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
- 1.2.12adv.Re8a: Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.
- 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.
- 1.5.12 acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
- 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
- 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.
- 1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art. Accomplished
- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
- 1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.
- 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.
- 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.
- 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

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- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
- 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

CAREERS ASSOCIATED WITH THIS UNIT

- Psychology
- Sociology/philosophy
- Art dealer
- Photographer
- Museum work/public history
- Music producer, writer, performer, editor
- TV producer, writer, actor, director, editor
- Film producer, writer, actor, director, editor
- Chef
- Sports athlete/player, manager, coach
- Business and management
- Talent agent or manager

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- Author, editor

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
- 6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
- 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- None.

Self-Management

- None.

Social Awareness

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Relationship Skills

- None.

Responsible Decision-Making

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- None.

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – [Cited](#) print and electronic sources

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- **“Equal Rights Are Not Special”*: Advocates Call for an End to Anti-Gay Employment Discrimination: <http://historymatters.gmu.edu/d/6463>.
- Primary Source Set: *The Rise of Conservatism*: <https://nj.pbslearningmedia.org/resource/dpla-pss-008/primary-source-set-rise-of-conservatism-in-the-1980s/#.XUwPCOhKg2w>.
- *Adler HipHop Archive*: https://digital.library.cornell.edu/catalog?f%5Bcollection_tesim%5D%5B%5D=Adler+Hip+Hop+Archive.
- **“This Is Not a Gay Issue. This Is a Human Issue”*: Early AIDS Patients Recount Their Experiences with the Disease: <http://historymatters.gmu.edu/d/6894>.
- *“Seattle: Grunge City,”* by Michael Azerrad, *Rolling Stone Magazine*, April 16, 1992.
- *“Grunge: A Success Story,”* by Rick Marin, *The New York Times*, Nov. 15, 1992.
- Farley, Christopher John. *“Hip-Hop Nation”*, *Time Magazine* 8 Feb. 1999.
- History Channel’s *The Century: America’s Time: A New World*: <https://youtu.be/RNwrhgFrqSU>.
- History Channel’s *The Century: America’s Time: Then and Now*: <https://youtu.be/vtSNgdkwXkU>.
- *The Breakfast Club*. 1985.
- *Pretty in Pink*. 1986.
- *Sixteen Candles*. 1984.
- *Weird Science*. 1985.
- *Ferris Bueller’s Day Off*. 1986.
- *The Karate Kid*. 1984.
- *The Goonies*. 1985.
- *E.T.* 1982.
- *Schindler’s List*. 1993.
- *Titanic*. 1997.
- *Little Mermaid*. 1989.
- *Toy Story*. 1995.
- *Straight Outta Compton* 2015.
- *Seinfeld*
- *Friends*
- *The Fresh Prince of Bel Air*
- *Saved By the Bell*
- *The Simpsons*

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- *Real World*
- *Road Rules*
- *Pioneers of Television: Season 3*. PBS, 2013.
- *Pioneers of Television: Season 4*. PBS, 2014.
- *The Eighties*. CNN, 2016.
- *The Nineties*. CNN, 2017.

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UNIT OF STUDY	Unit 6: Popular Culture in the Digital Age: 2000 to the Present
PACING	Approx. 15 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How can pop culture be defined in the digital age? ● How did technological advancements of the 2000s and 2010s impact American culture? ● How did the arts and entertainment reflect the culture of the 2000s and 2010s? ● What political changes of the 2000s and 2010s influenced the formation of modern society? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Cellular phones and the availability of Wi-Fi have revolutionized popular culture and the way humans consume media. ● Intellectual property infringement has become an increasing problem in the 21st Century. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why popular culture is influenced by industry leaders and events of the time period. ● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why popular culture influences industry leaders and helps to define events of the time period. ● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why subcultures and countercultures develop within popular culture. ● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why technological advancements of the 2000s and 2010s impacted American culture. ● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why arts and entertainment reflected the culture of the 2000s and 2010s. ● Use primary and secondary sources and current events related to the concept of popular culture to analyze how and why political changes of the 2000s and 2010s influenced the formation of modern society. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Student Questionnaire ● Entrance/Exit Ticket ● Writing Prompt

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	<ul style="list-style-type: none"> ● Class discussion
Formative	<ul style="list-style-type: none"> ● Homework assignments ● Student presentations ● Article summaries ● Class Discussions ● Documentary Summaries and analysis ● Current event analysis and discussion ● Exit tickets
Summative	<ul style="list-style-type: none"> ● Open Note Short Answer quizzes ● Student products ● Student Presentations
Benchmark	<ul style="list-style-type: none"> ● Open Note Short Answer quizzes ● Student products ● Student Presentations
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)	
<i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● None. 	
INTERDISCIPLINARY CONNECTIONS	
<i>Must include the standard # & verbiage</i>	
<i>Comprehensive Health & Physical Education</i>	
<ul style="list-style-type: none"> ● None. 	
<i>Computer Science & Design Thinking</i>	
<ul style="list-style-type: none"> ● 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects. ● 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs. 	
<i>English Language Arts</i>	
<ul style="list-style-type: none"> ● NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● NJLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ● NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. 	

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- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- 1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
- 1.2.12adv.Re8a: Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.
- 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

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- 1.5.12 acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
- 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
- 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.
- 1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.
- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
- 1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.
- 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.
- 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.
- 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
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- 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

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- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

CAREERS ASSOCIATED WITH THIS UNIT

- Psychology
- Sociology/philosophy
- Art dealer
- Photographer
- Museum work/public history
- Music producer, writer, performer, editor
- TV producer, writer, actor, director, editor
- Film producer, writer, actor, director, editor
- Chef
- Sports athlete/player, manager, coach
- Business and management
- Talent agent or manager
- Author, editor

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
- 6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
- 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

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Course Title: History of Popular Culture in America

- None.

Self-Management

- None.

Social Awareness

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Relationship Skills

- None.

Responsible Decision-Making

- Identify ways to resist inappropriate social pressure

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- **"I Had Visions of Being Rounded Up:" Emira Habiby-Browne Describes the Impact of the September 11, 2001 Attacks on Arab Americans:*
<http://historymatters.gmu.edu/d/6921>.
- **Steve Jobs introducing the iPhone:* <https://youtu.be/x7qPAY9JqE4>.
- Story, Louise. *Anywhere the Eye Can See, It's Likely to See and Ad*. January 15, 2007.
- Blake, John. *The Post-Racial Revolution Will be Televised*. *New York Times*. March 23 2014.
- Baxter, Arthur. *The Truth About Data Mining: How Online Trackers Gather Your Information and What They See*. *Observer*. July 21, 2016.
- Rowling, J.K. *Harry Potter Series*, Scholastic Press, 1998 - 2007.
- Collins, Suzanne. *The Hunger Games Series*. Scholastic Press, 2008 - 2010.
- *Keeping Up with the Kardashians*
- *Real Housewives*
- *South Park*
- *The Office*
- *Queer Eye for the Straight Guy*
- *The Jersey Shore*
- *Iron Man*. 2008.

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- *Game of Thrones*
- *Black-ish*
- *Modern Family*
- *Fresh Off the Boat*
- *The 2000s*. CNN, 2018