



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Sociology

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved July 25, 2022



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools Springfield, New Jersey

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Springfield Board of Education
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"Cultivating compassionate and extraordinary learners"

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(973) 376-1025

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Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

To adopt the following curriculum and courses for the 2022-2023 school year:

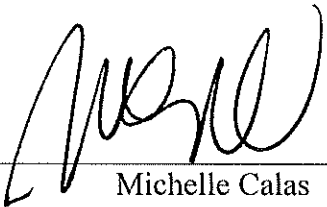
- Revised Elementary Curriculum due to revised state standards.
 - K-5 Social Studies
- Revised Middle School Curriculum due to revised state standards.
 - Grades 6-8 Social Studies
- Revised High School Curriculum due to revised state standards.
 - AP Macroeconomics
 - AP European History
 - AP US Government & Politics
 - AP US History
 - Contemporary Global Studies
 - Diversity Studies
 - Holocaust & Genocide
 - Sociology
 - US History to 1900
 - World History
 - World History Honors
 - 20th Century & Beyond
- Revised Middle School Courses due to new standards in Computer Science
 - PLTW Gateway: Computer Science for Innovators and Makers
 - PLTW Gateway: App Creators
- Revised High School Courses due to new standards in Computer Science
 - Introduction to Java
 - AP Computer Science Principles
 - Advanced Computer Science - Data Structures: Java
- New Elementary Courses
 - Kindergarten Computer Science
 - Grade 1 Computer Science
 - Grade 2 Computer Science
 - Anticipated - moving PLTW Launch down to Grade 3
 - PLTW Launch Grade 4
 - PLTW Launch Grade 5
- New Middle School Elective Course
 - Forensics

- New Elective Courses at FMG
 - Creative Writing
 - Drama/Theater/Playwriting
 - Journalism
 - Mock Trial
 - Model UN
 - Mysteries in History
 - Project Citizen
- New ELA Courses at FMG
 - Accelerated Communication Arts Grade 7
 - Accelerated Communication Arts Grade 8
- New Elective Courses at JDHS:
 - African American Studies

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area: Sociology **Grade Level:** 11/12 **Unit Title:** One: Sociological Perspectives

Unit Summary: Students will understand Sociology is the study of society. As such, it focuses on the behavior of groups as opposed to individuals. Society has three broad theoretical perspectives; functionalism, conflict, and symbolic interactionism.

Primary Interdisciplinary Connections: History and Psychology

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: This unit will teach students that Sociology emphasizes group behavior. It reminds us that what we do has an impact on others in our society-both on a micro and macro level. Our society also has an impact on us. The relationship is reciprocal. We determine but also are shaped by our social surroundings. Most importantly, nothing we do as individuals is created in a vacuum. We are responsible to those around us.

Career Readiness (Standard 9):

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

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

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue



9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Learning Targets

- Standards:** LA.RL.11-12.1 - Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- LA.RI.11-12.1 - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- LA.RI.11-12.2 - Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- LA.RI.11-12.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.



LA.RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LA.W.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.W.11-12.1. B - Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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.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.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.

Content Statements:

I. Sociology is the behavioral science that studies society and group behavior.

A. Several individuals have contributed to the development of Sociology including Comte, Spencer, Marx, Durkheim, and Weber.

1. Comte is considered the father of Sociology.
2. Spencer's Social Darwinism incorporated Darwin's survival of the fittest theories into human behavior. He felt people were poor for a reason, (their own inabilities and incompetence) and discouraged governmental "interference" in the plight of the less fortunate.
3. Durkheim felt orderly society existed due to shared ideas, belief systems and values. He coined the terms "mechanical and "organic" solidarity.
4. Marx predicted societal revolution and "class conflict" between the proletariat and the bourgeoisie.
5. Weber felt the key to understanding social behavior was placing yourself in the position of others. Orderly society required reason and planning.

B. Sociology can be approached from the standpoint of three theoretical perspectives.



1. The functionalist perspective states that every aspect of society serves a useful purpose.
 2. The conflict perspective emphasizes social inequality due to competition for and inadequate access to scarce resources.
 3. Symbolic interactionism emphasizes symbols and other aspects of culture that possess a mutually shared meaning.
- C. Sociologists utilize various research methods including observation, surveys and questionnaires, to understand societal trends.

CPI#:	Cumulative Progress Indicator (CPI):
9-12.9.4.12.O.17	Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
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.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.
RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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.
W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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.
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Unit Essential Questions:	



1. What is the study of Sociology and how does it differ from Psychology?
2. Who were some of the early sociological thinkers, and how did they contribute to the science of Sociology?
3. What are the three theoretical perspectives in Sociology and how can each help explain societal behavior?
4. What are some common research methods of sociologists?

Unit Enduring Understandings:

1. Sociology is the study of society and as such, focuses, for the most part, on the study of groups, rather than individuals.

Unit Learning Targets:

Students will:

1. Understand the fundamental difference between the study of sociology and psychology.
2. Identify the early sociological thinkers and their ideas about society and contribution to the field of sociology.
3. Identify the three theoretical perspectives in Sociology and how they explain our behavior.
4. Identify some common research methods employed by sociologists.

Evidence of Learning

Summative Assessment: Students write a paper in which they analyze a current events issue from the standpoint of the three theoretical perspectives.

Equipment Needed: Laptops

Teacher Resources: Sociology Online: glencoe.com

Formative Assessments:

- Tests
- Internet classwork research assignments
- Completed Study Guides



Lesson Plans

Lesson	Time Frame
Lesson 1 Herbert Spencer and Survival Of The Fittest	2 days
Lesson 2 The Three Theoretical Perspectives	1 day
Lesson 3 Sociology and the Other Social Sciences	1 day

Teacher Notes:

Sociology is the study of group behavior and society. Much of sociology's theoretical framework can be applied to debate re: current events issues.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.loc.gov>

topics.nytimes.com/sociology

[sociology times.com](http://sociology.times.com)



Lesson Plan 1 Template

Content Area: Sociology Lesson Title: Herbert Spencer and Survival of the Fittest Time Frame: 2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: History, Psychology

Integration of Technology: Internet

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the theories of Herbert Spencer - Examine that theory in relation to a societal issues involving governmental responsibility	Lesson Sequence - The teacher will use directed material on Spencer's theory of Social Darwinism. - The teacher will show <i>The Philosophy Of Herbert Spencer</i> (8:37) https://www.youtube.com/watch?v=p8nHwEF436s - Students will complete a corresponding worksheet that corresponds to the video. - Students will independently conduct Internet research involving a chosen current sociological issue. - Students will take a position on the morality of welfare and write a position paper.	Students will write a position paper on the issue of governmental responsibility to those less fortunate. Is the government morally responsible to the downtrodden and to what extent?



Differentiation: Students with SLD will be given an abridged version of the worksheet along with a copy of the transcript of the video. Students will be given a chance to meet with the teacher to ensure understanding.

Resources Provided:

- Laptops
- Text: Sociology and You



Lesson Plan 2 Template			
Content Area:	Sociology	Lesson Title:	The Three Theoretical Perspectives
		Time Frame:	1 day
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy			
Interdisciplinary Connections: History, Psychology			
Integration of Technology: Internet			
Equipment Needed: Laptops			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and understand the three theoretical perspectives - Examine a current events issue from the standpoint of the three perspectives	Lesson Sequence - The teacher directed material on the three theoretical perspectives. - Crash Course Sociology #2 https://www.youtube.com/watch?v=DbTt_ySTjaY - Students will complete the corresponding worksheet. https://drive.google.com/drive/folders/1dY-cdMCFh-sFXfiPnH3jmWN8pPJQHz46 - The students conduct research on some current social issue and explain it from the standpoint of each perspective: https://docs.google.com/document/d/10_pEYDInA2ZV3	Students will conduct research examining some issue and how it is viewed in accordance with the perspectives (see project specifics listed under instructional activities.)



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ojE_uds/edit](#)

Differentiation:

Students with SLD will be given an abridged version of the worksheet along with a copy of the transcript of the video. Students will be given a chance to meet with the teacher to ensure understanding.

Students will explain the current social issue from two perspectives.

Resources Provided:

- Laptops
- Text: Sociology and You



Lesson Plan 3 Template

Content Area: Sociology Lesson Title: Sociology and the Other Social Sciences Time Frame: 1 day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: History, Psychology

Integration of Technology: Internet Research

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and understand how Sociology differs from the other social sciences - Examine career opportunities in the field of Psychology	Lesson Sequence - Teacher will discuss potential careers in Sociology. - Students will create a list of schools that offer Sociology as a major. - Students conduct research on a specific college that offers Sociology as a curriculum. - Students conduct research on career opportunities, especially in New Jersey.	Research summaries on colleges that offer Sociology as a major as well as career possibilities in accordance with objectives
Differentiation: A list of careers will be accessible for students who need help. Summary requirements will be shortened to allow students to finish within the time frame.		
Resources Provided: - Laptops - Text: Sociology and You		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒		
Allow for student choice	☒		
Provide scaffolding for acquiring targeted knowledge/skills	☒		
Integrate global perspectives	☒		
Integrate 21st century skills	☒		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒		
Are varied to address different student learning styles and preferences	☒		
Are differentiated based on student needs	☒		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒		
Provide opportunities for student reflection and self- assessment	☒		
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒		

Curriculum Design Template

Content Area: Sociology	Grade Level: 11/12	Unit Title: One: Sociological Perspectives
Created: Samantha Ally	Board Approved on:	



Unit Overview Template

Content Area: Sociology **Grade Level:** 11/12 **Unit Title:** Two: Culture and Social Structures

Unit Summary: Culture defines how people in a particular society behave in relation to one another. Aspects of culture include language, values, belief systems, customs, norms, mores, laws, as well as physical accomplishments.

Primary Interdisciplinary Connections: History and Psychology

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: The importance of culture cannot be over emphasized. Human behavior is based on our culture, most importantly our language and values.

Career Readiness (Standard 9):

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

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

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity



9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Learning Targets

Standards: LA.RL.11-12.1 - Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LA.RI.11-12.1 - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.RI.11-12.2 - Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

LA.RI.11-12.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

LA.RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.



LA.W.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.W.11-12.1. B - Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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.GeoPP.13.a- Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities

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.

Content Statements:

- I. A society's culture consists of both material and non-material culture;
 - A. Material culture consists of a culture's physical and technological accomplishments.
 - B. Non-material culture consists of a culture's language, norms, values, belief systems, mores, folkways, laws and taboos.
- II. Non-material cultures such as norms and values provide guidelines of behavior and social structure, in that they teach us what is appropriate and inappropriate behavior and also shape our thinking.
 - A. Through the process of socialization, individuals learn what is acceptable and not acceptable-that is to the group and overall society.
 - 1. Agents of socialization include the family, education, peer groups, and mass media.
 - B. Sociological deviance is the act of not conforming to group or societal norms.
 - C. Sanctions are societal recognitions, both positive and negative designed to encourage group conformity.
 - 1. The ultimate negative sanction, the death penalty, continues to be a controversial issue.
- III. Not all cultures have universally accepted norms and values.
 - A. Cultural relativism teaches us not to be judgemental of other peoples' cultures, but has fundamental weaknesses when applied to issues of civil rights.



IV. Aspects of culture change over time due to the influence of technological change and the influence of subcultures and countercultures.

A. Over time societies have evolved from hunting and gathering, horticultural, pastoral, agricultural, to industrial and post industrial.

CPI#:	Cumulative Progress Indicator (CPI):
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.CivicsDP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
9-12.9.4.12.O.5	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
Social Skills Table/Chronological Thinking	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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.
W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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.



L.11-12.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit Essential Questions:

1. What are the components of culture?
2. How does culture impact our behavior?
3. How do norms, mores, values, folkways and other non-material cultures provide social structure and place limits on our behavior?
4. What aspects of culture are considered cultural universals and what are considered cultural particulars?
5. What are the pros and cons of cultural relativist theory?
6. When is a law immoral?
7. What are the common "agents of socialization"?
8. How have societies evolved over time?

Unit Enduring Understandings:

1. Culture impacts our behavior by establishing what is appropriate and inappropriate behavior, our primary language, and our fundamental values and belief systems.
2. Culture is not stagnant but is influenced by ever changing technological advances as well as the impact of sub and countercultures.
3. Cultural relativist theory teaches us not to be judgemental but has flaws when it comes to the issue of civil rights.
4. While all laws are legal, they are not all moral. History is dominated by laws that were immoral, including some in our own country.

Unit Learning Targets:

Students will....

1. Identify and define all elements of nonmaterial culture, ie. norms, mores, values, etc, and how each provides social structure.
2. Understand that there are both cultural universals and particulars and identify aspects of each, across various cultures.
3. Understand the impact of sub-cultures and identify aspects of sub-cultures on their own community.
4. Identify aspects of pre-industrial, industrial and postindustrial society and how societies evolved over time.



Evidence of Learning

Summative Assessment: Have students conduct an interview of previous JDHS graduates who attended college in other parts of the country or abroad. Did our recent graduate experience any culture shock?

Equipment Needed: Laptops

Teacher Resources: Video "Death By Stoning"; Video 60 Minutes Segment, "Sea Gypsies"

Formative Assessments:

- Tests
- Internet research class assignments
- Completed Study Guides

Lesson Plans

Lesson	Time Frame
Lesson 1 Language and Culture	2 days
Lesson 2 Cultural relativist Theory and Human Rights Violations	2 days
Lesson 3 Capital Punishment Controversy	2 days

Teacher Notes:

Culture shapes our behavior by providing us with language, values, belief systems, norms and mores.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

sociology times.com

<http://www.loc.gov>

topics.nytimes.com/sociology

<http://www.etown.edu/vl/humrts.html>



Lesson Plan 1 Template

Content Area: Sociology Lesson Title: Language and Culture Time Frame: 2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: History, Psychology

Integration of Technology: Internet

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the theory of linguistic relativity - Understand the reciprocal relationship between language and culture	Lesson Sequence - Review the theory of linguistic relativity through class discussion and examples. - Video presentation "60 Minutes" segment, "Sea Gypsies" - Create a chart of similarities and differences between American culture and the Bajo Laut culture as observed through watching the video clip. - Students engage in a discussion about questions they would ask the Baja Laut.	Students answer a series of questions posted on Google Forms regarding the norms and language of this current day culture.
Differentiation: Students will be given a modified version of the Google Forms questionnaire.		
Resources Provided: - Laptops - Internet Websites - Video "60 Minutes" segment "Sea Gypsies" - Text: Sociology and You		



Lesson Plan 2 Template			
Content Area:	Sociology	Lesson Title:	Cultural Relativist Theory and Human Rights Violations
		Time Frame:	2 days
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy			
Interdisciplinary Connections: History, Psychology			
Integration of Technology: Internet Research			
Equipment Needed: Laptops			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand what is meant by cultural relativist theory and its positive and negative aspects - Examine the issue of human rights violations - Examine the issue of to what extent should we, as a nation intervene	Lesson Sequence - Define cultural relativist theory. - Teacher will show What is cultural relativism? (4:47) https://www.youtube.com/watch?v=uzT-RDrWbZo - Students will discuss human rights violations in preparation for individual research. - Research should include current world events as well as historical events to give students an understanding of the history of human rights violations. - Students research current events regarding the issue of human rights violations, and choose a case study.	Students write an opinion paper in which they state arguments as to whether we should offer assistance and to what extent.



Differentiation:

Students will work with the teacher to choose a case study. The opinion paper will be shortened to fit the time table given to the class and additional teacher assistance will be available for the writing process.

Resources Provided:

- Laptops
- Text: Sociology and You



Lesson Plan 3 Template

Content Area: Sociology Lesson Title: Capital Punishment Controversy Time Frame: 2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: History, Psychology, Government

Integration of Technology: Internet Research

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Examine the issue of Capital Punishment in the USA - Identify and understand the controversial issues re the death penalty - Formulate a final opinion regarding the issue of capital punishment - Post their opinions on the Jam Board discussion board	Lesson Sequence - Teacher will create a KWL chart for Capital Punishment. Students will be asked what they already know and what they are interested in learning. - Teacher will show Crash Course Sociology #20 https://www.youtube.com/watch?v=zBodqwaIW3A - Students will complete corresponding worksheet. https://drive.google.com/drive/folders/1dY-cdMCFh-sFXfiPnH3jmWN8pPJQH46 - Teacher will lead a class discussion about capital punishment.	Students will complete a position paper and on-line comments both to be graded as class work.



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| | <ul style="list-style-type: none">• Teacher assignment posted on Jam Board involving student research designed to illustrate the issues and controversies of Capital Punishment.• Students answer questions and write a position paper on the issue.• Students post their comments on Jam Board, on-line "discussion board" | |
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Differentiation:

Students with SLD will be given an abridged version of the worksheet along with a copy of the transcript of the video. Students will be given a chance to meet with the teacher to ensure understanding.

Resources Provided:

- Internet resources
- Laptops
- Text: Sociology and You



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒		
Allow for student choice	☒		
Provide scaffolding for acquiring targeted knowledge/skills	☒		
Integrate global perspectives	☒		
Integrate 21st century skills	☒		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒		
Are varied to address different student learning styles and preferences	☒		
Are differentiated based on student needs	☒		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒		
Provide opportunities for student reflection and self- assessment	☒		
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒		

Curriculum Design Template

Content Area: Sociology	Grade Level: 11/12	Unit Title: Two: Culture and Social Structures
Created: Samantha Ally	Board Approved on:	



Unit Overview Template

Content Area: Sociology	Grade Level: 11/12	Unit Title: Three: Social Inequality
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Unit Summary: Societies are organized into systems of social stratification based upon their unequal access to and accumulation of scarce resources. Discrimination often exists based upon race, gender, age groups or socio-economic status.

Primary Interdisciplinary Connections:

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: Issues of social stratification and inequality force us to examine our roles and responsibility in a democracy. To what extent does the government have a moral responsibility to help those less fortunate? Does the issue of discrimination apply to us as individuals?

Career Readiness (Standard 9):

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

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

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity



9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Learning Targets

- Standards:** LA.RL.11-12.1 - Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- LA.RI.11-12.1 - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- LA.RI.11-12.2 - Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- LA.RI.11-12.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- LA.RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.



LA.W.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.W.11-12.1. B - Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

6.1.12.EconEM.12.a- Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

Content Statements:	I. Societies are organized into political and socio-economic hierarchies such as class, based on the availability and access to scarce resources. A. This social stratification is often discriminatory based upon wealth, race, age and gender. B. In the United States there are generally considered to be five socio-economic classes, upper, middle, working, working poor, and underclass. 1. Although the United States prides itself on upward social mobility there appears to be a growing disparity in economic well being among the classes, while poverty continues to be an issue with social consequences. C. Some systems of social and economic stratification such as caste systems offer no opportunity for vertical mobility. D. In addition to economic stratification, inequality can also be the result of racial, ethnic, gender, and age discrimination. 1. Prejudice, racism and discrimination continue to be a societal issue while the establishment of hate crimes as a special criminal offense has attempted to sanction such behavior.
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CPI#:	Cumulative Progress Indicator (CPI):
6.1.12.Civics DP.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.GeoP P.13.a	Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities
6.1.12.Econ EM.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.Econ NE.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).
RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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.
W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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.
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit Essential Questions:

1. To what extent does income and wealth inequality exist in the United States?
2. To what extent is the government responsible to those less fortunate?
3. What can account for the growing economic disparity among the classes?
4. What is the relationship between poverty and crime?
5. How do so-called "power elites" exercise social, political, and economic control?
6. To what extent have women and minorities improved their economic and political situation in the United States?
7. How are race and ethnicity, as well as gender and age related to poverty?

Unit Enduring Understandings:

1. Stratification is the division of society into classes that possess unequal amounts of wealth, power and prestige.
2. Stratification is an inevitable result of the competition for scarce resources.



3. While not perfect, the American stratification system of classes offers more vertical mobility than exists in many cultures

4. While poverty is widespread across the United States it appears that certain groups are especially vulnerable, namely minorities, female headed households, children under 18 years of age, the elderly and disabled.

Unit Learning Targets:

Students will....

1. Identify the three dimensions of stratification.
2. Identify the distinguishing characteristics of social classes in the United States.
3. Describe the measurement and extent of poverty in the United States.
4. Identify the five socio-economic classes in the United States.
5. Understand the relationship between race, ethnicity, gender, age and poverty.
6. Understand the relationship between poverty and crime.
7. Identify the five groups especially vulnerable to poverty.
8. Identify causes for the growing disparity of wealth in the United States.
9. Understand that even if certain economic wealth is achieved, social inequality can exist due to individual or institutionalized racism, ageism, and discrimination of gender and ethnic groups.

Evidence of Learning

Summative Assessment: Students write a research paper in which they discuss a system of oppressive stratification in some other country.

Equipment Needed: Laptops

Teacher Resources: Internet resources

Formative Assessments:

- Tests
- Internet Research Class Assignments
- Completed Study Guides



Lesson Plans

Lesson	Time Frame
Lesson 1 Social Stratification Systems In The United States	2 days
Lesson 2 Income and Wealth Inequality In The United States	2 days
Lesson 3 Poverty and The Issue Of Out-Of-Wedlock Births	2 days

Teacher Notes:

While the USA prides itself on social mobility, a growing income and wealth disparity as well as high levels of poverty continue to exist.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.epi.org

<http://www.loc.gov>

topics.nytimes.com/sociology

<http://www.naacp.org>

[sociology times.com](http://sociologytimes.com)



Lesson Plan 1 Template

Content Area: Sociology Lesson Title: Social Stratification Systems In The United States Time Frame: 2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: History, Psychology, Economics

Integration of Technology: Internet research

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the socio-economic classes that currently exist in the United States - Identify the approximate income and wealth levels of each class - Describe the lifestyles and professions typical of each class - Discuss how social class impacts individuals across the life span - Discuss the potential for vertical socio-economic mobility	Lesson Sequence - Teacher will conduct a mini-lesson on Social Stratification Systems in the US. - Teacher will show Crash Course Psychology #21 https://www.youtube.com/watch?v=RtxtI5IGrfw - Students will complete the corresponding worksheet https://drive.google.com/drive/folders/1dY-cdMCFh-sFXfiPnH3jmWN8pPJQH46 - Students conduct Internet research identifying current classes and income and wealth levels.	Students will write a presentation on Social Stratification based on the preceding objectives



- Students discuss how class impacts across the lifespan including lifestyle and health issues.

Differentiation:

Students with SLD will be given an abridged version of the worksheet along with a copy of the transcript of the video. Students will be given a chance to meet with the teacher to ensure understanding.

Resources Provided:

- Laptops
- Internet resources
- Text: Sociology and You



Lesson Plan 2 Template

Content Area: Sociology	Lesson Title: Income and wealth Inequality In The United States	Time Frame: 2 days
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Lesson Components

21st Century Themes

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| ☒ Global Awareness | ☒ Financial, Economic, Business and Entrepreneurial Literacy |
| ☒ Civic Literacy | ☒ Health Literacy |

21st Century Skills

- | | | |
|---|---|---|
| ☒ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☒ Information Literacy |
| ☒ Life and Career Skills | ☒ Communication and Collaboration | ☒ Media Literacy ☒ ICT Literacy |

Interdisciplinary Connections: History, Psychology, Economics

Integration of Technology: Internet Research

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Research the issue of growing income and wealth disparity among the socio-economic classes - Identify possible causes of this problem including governmental policies and changing demographics	Lesson Sequence - Class will discuss their ideas about income and wealth inequality in the United States. - Students will be given an income range and must research the lifestyle that it would afford. - Students will have to discover the type of housing their income could afford as well as other lifestyle factors. - Students will produce a paper detailing how their income would affect their lifestyle and ways they would make changes. - Student research utilizing the Internet.	Students will produce a research paper to be graded



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| | <ul style="list-style-type: none">• Students will complete a written paper based on findings. | |
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Differentiation:

Research paper will be abridged to cover a smaller number of items. Teachers will be available to help students with writing skills.

Resources Provided:

- Laptops
- Internet resources
- Text: Sociology and You



Lesson Plan 3 Template

Content Area: Sociology Lesson Title: Poverty and the Issue of Out-Of-Wedlock Births Time Frame: 2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: History, Psychology, Economics

Integration of Technology: Internet Research

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the definition of poverty in the USA - Identify pockets of poverty in the USA by geographic and demographic aspects. - Examine and understand the relationship of poverty and the issue of children born out-of-wedlock	Lesson Sequence - Class will discuss causes of Poverty - Class will discuss causes of out of wedlock birth. - Students will use government records to find statistics on children born out of wedlock and how that affects their lives socially, physically, and financially. - Students will prepare a presentation about poverty and out of wedlock births. - Student Internet research - students will need to gather information for their papers.	Presentation to be graded for a summative assessment grade.
Differentiation: Teacher will provide statistics and presentations will be focused on a smaller number of questions.		
Resources Provided: - Laptops - Internet resources - Text: Sociology and You		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒		
Allow for student choice	☒		
Provide scaffolding for acquiring targeted knowledge/skills	☒		
Integrate global perspectives	☒		
Integrate 21st century skills	☒		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒		
Are varied to address different student learning styles and preferences	☒		
Are differentiated based on student needs	☒		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒		
Provide opportunities for student reflection and self- assessment	☒		
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒		

Curriculum Design Template

Content Area: Sociology	Grade Level: 11/12	Unit Title: Three: Social Inequality
Created: Samantha Ally	Board Approved on:	



Unit Overview Template

Content Area: Sociology	Grade Level: 11/12	Unit Title: Four: Social Institutions
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Unit Summary: Social institutions evolved to meet societal needs. The primary social institutions are the family, education, political systems, economic systems, religion and sports.

Primary Interdisciplinary Connections:

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: To understand the various social institutions is to understand their impact on our behavior. By studying the changing fabric of social institutions we can understand how our society-and nation has changed over the years.

Career Readiness (Standard 9):

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

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

- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts

- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem



9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Learning Targets

- Standards:** LA.RL.11-12.1 - Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- LA.RI.11-12.1 - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- LA.RI.11-12.2 - Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- LA.RI.11-12.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- LA.RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- LA.W.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.



LA.W.11-12.1. B - Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

Content Statements:	I. Social institutions have been created and have evolved over time to meet changing societal needs and values. A. The major social institutions are the family, education, religion, political institutions, economic institutions, and sports. 1. The concept of family is used by societies to establish patterns of mating, descent, inheritance, authority, and the formulation of values. a. While the concept of having a family remains constant, what defines the traditional family is undergoing societal change. 2. Education is used by societies as a means of transmitting cultural values, knowledge and skills from generation to generation. 3. Religion is used by societies to reinforce societal norms and mores. a. While religion meets certain human psychological needs, religious extremism can lead to prejudice, and in some societies, persecution and even war. 4. Political institutions were created by societies as a means of facilitating the transition of power , and in some cases, controlling the masses. a. Types of political systems can be divided into democratic vs authoritarian and totalitarian systems. 5. Economic systems were created as a means of generating wealth and meeting the consumer needs of society a. Capitalist systems are based on private ownership of property and pursuit of profit. b. In socialist economies, the means of production are owned collectively, and the government has a more active role in planning and controlling the economy. 6. Sport facilitates the socialization process, aids in the formation of self identity, teaches the value of teamwork and for many non-participants, serves as entertainment and a release from everyday problems.
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CPI#:	Cumulative Progress Indicator (CPI):
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.CivicsDP.14.a	6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
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.
RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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.
W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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.
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit Essential Questions:

1. What are the six social institutions and what role do they play in society?
2. What do our social institutions say about our culture?
3. How have various social institutions evolved over time?

Unit Enduring Understandings:



1. Social institutions were created and have evolved over time to meet the changing needs of society.
2. Our social institutions reflect our cultural values.

Unit Learning Targets:

Students will....

1. Identify the six social institutions and their role in our society.
2. Discuss how the definition of "family" is undergoing change.
3. Discuss the issue of divorce and violence in the American family.
4. Identify ways schools socialize students.
5. Identify specific reasons for the "failure" of some American schools.
6. Discuss differences in democratic, totalitarian, and authoritarian political institutions.
7. Identify aspects of capitalist vs socialist economic systems.
8. Discuss the effects of corporate downsizing.
9. Discuss the issue of secularization vs religion in the United States.
10. Cite evidence of sexism and racism in American sport.

Evidence of Learning

Summative Assessment: Students select a particular social institution and conduct research in which they analyze some current events issue regarding that issue.

Equipment Needed: Laptops

Teacher Resources: Internet resources

Formative Assessments:

- Tests
- Internet Research Classwork
- Completed Study Guide



Lesson Plans

Lesson	Time Frame
Lesson 1 The Changing American Family	2 days
Lesson 2 Religion In America	2 days
Lesson 3 New Jersey's Public Schools	2 days

Teacher Notes:

Social institutions were created to meet societal needs. To what extent are they meeting those needs?

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.loc.gov>

topics.nytimes.com/sociology

[sociology times.com](http://sociologytimes.com)



Lesson Plan 1 Template

Content Area: Sociology Lesson Title: The Changing American Family Time Frame: 2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: History, Psychology

Integration of Technology: Internet research

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Examine the issue of the changing American family including marriage trends, the issue of gay marriage, and increasing divorce rates	Lesson Sequence - Review with students the role of the family in teaching American values, norms of behavior and mores. - Put students in small groups to research American culture and how it has changed throughout the years. - Students will be given a decade to research. - Students should report on the family, more, folkways, and taboos. - Have students conduct Internet research in accordance with previous objectives.	Decades project will be used as a summative grade
Differentiation: Research will be limited to a smaller number of questions about their decade. Students will be supported through their research process by the teacher.		
Resources Provided: - Laptops - Internet resources - Text: Sociology and You		



Lesson Plan 2 Template

Content Area: Sociology Lesson Title: Religion In America Time Frame: 2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: History, Psychology

Integration of Technology: Internet Research

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Examine the role of religion in American society including participation rates and changing religions	Lesson Sequence - Teacher will show students Crash Course Sociology #39. https://www.youtube.com/watch?v=pIgb-3e8CWA - Students will complete the corresponding worksheet https://drive.google.com/drive/folders/1dY-cdMCFh-sFXfiPnH3jmWN8pPJQH46 - Review with students the role of religion in American society. - Have students complete the Google Forms questions to check for understanding.	Questions posted on Google Forms
Differentiation: Students with SLD will be given an abridged version of the worksheet along with a copy of the transcript of the video. Students will be given a chance to meet with the teacher to ensure understanding.		
Resources Provided: - Laptops - Internet resources - Text: Sociology and You		



Lesson Plan 3 Template

Content Area: Sociology Lesson Title: New Jersey's Public Schools Time Frame: 2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: History, Psychology, Economics

Integration of Technology: Internet research

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Examine the issue of the success and failure of New Jersey's public schools by examining SAT scores, AP test performance, college admissions and drop out rates - Examine the issue of alternative schools	Lesson Sequence - Review with students the role of education. - Discuss their educational experiences. - Have students create a Jambord with aspects of the current education system they would like to change or improve. - Students will work with a partner to develop a lesson plan for the perfect lesson in a subject they will be assigned. - Ask students what aspects of their lesson plan would be best implemented in their current schedules. - Have students conduct Internet research in accordance with the objective.	- Research paper - Students state position on alternative schools on on-line discussion board posted on Jam Board
Differentiation: Students will implement lessons for one subject as opposed to their whole day.		
Resources Provided: - Laptops - Internet resources - Text: Sociology and You		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒		
Allow for student choice	☒		
Provide scaffolding for acquiring targeted knowledge/skills	☒		
Integrate global perspectives	☒		
Integrate 21st century skills	☒		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒		
Are varied to address different student learning styles and preferences	☒		
Are differentiated based on student needs	☒		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒		
Provide opportunities for student reflection and self- assessment	☒		
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒		

Curriculum Design Template

Content Area: Sociology	Grade Level: 11/12	Unit Title: Four: Social Institutions
Created: Samantha Ally	Board Approved on:	



Unit Overview Template

Content Area: Sociology	Grade Level: 11/12	Unit Title: Five: Social Change
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Unit Summary: Social change occurs when members of society adopt new behaviors that have long-term and significant societal consequences. Discovery, invention, and cultural diffusion are the major processes through which social change occurs. Agents of social change include, technology, population, the natural environment and most significantly, social and political movements and war!

Primary Interdisciplinary Connections: History and Psychology

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: One of the most constant features of American society is change! While this change has been the product of changing values it has also been driven by the desire to improve our quality of life. Most significantly, the study of social change draws attention to past inequalities and the attempts to improve the lot of those less fortunate!

Career Readiness (Standard 9):

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

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

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue



- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Learning Targets

- Standards:** LA.RL.11-12.1 - Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- LA.RI.11-12.1 - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- LA.RI.11-12.2 - Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- LA.RI.11-12.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.



LA.RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LA.W.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.W.11-12.1. B - Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

6.3.12.CivicsHR.1 - Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

6.1.12.GeoPP.13.a- Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.

6.1.12.EconEM.13.a- Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

- Content Statements:**
- I. Social change occurs when members of society adopt new behaviors that have, for the most part, long term and important consequences.
 - A. One indication of social change is changing population trends.
 - B. Social processes that eventually lead to social change are discovery, invention, and cultural diffusion.
 - C. Sociologists have identified major forces behind social change including technology, population, the natural environment, revolution and war.
 - D. Collective behavior can also bring about social change.
 - 1. Rumors, fads, and fashions are the product of spontaneous responses to certain events.-and are generally, temporary and less significant from a societal standpoint.
 - 2. More importantly, social movements have attempted, often successfully, to bring attention to societal inequalities, restrictive norms, and questionable governmental policies.



CPI#:	Cumulative Progress Indicator (CPI):
6.1.12.Civics PD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
6.1.12.History UP.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.History UP.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.
RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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.
W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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.
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Unit Essential Questions: 1. What primary processes lead to social change, and how do they affect social change? 2. What are the major forces that affect social change and how do they affect social change? 3. What effect have social movements had on the social, economic, and political landscape of the United States?	
Unit Enduring Understandings: 1. While our core values remain, our society is ever changing due to changing demographics, political trends, technological advances, and cultural diffusion.	



2. Positive change has occurred in the areas of civil rights for African Americans, women, and gay rights.

Unit Learning Targets:

Students will....

1. Identify the three population processes.
2. Compare and contrast four theories of city growth.
3. Identify the three social processes that contribute to social change.
4. Discuss how technology, population, natural environment, revolution, and war cause cultures to change.
5. Identify modern rumors, fads, and fashions.
6. Compare and contrast various historical movements in the United States.

Evidence of Learning

Summative Assessment: Students research one of the social movements of the 1960's and analyze their success and failures in attempting to bring about long term socio-economic and political change.

Equipment Needed: Laptops

Teacher Resources: Laptops, Internet resources

Formative Assessments:

- Tests
- Internet Research class activities
- Completed Study Guides



Lesson Plans

Lesson	Time Frame
Lesson 1 Changing Population Trends	2 days
Lesson 2 Rumors, Fads, and Fashions	2 days
Lesson 3 Social Movements	2 days

Teacher Notes:

One constant of society is change!

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[sociology times.com](http://sociologytimes.com)

<http://www.loc.gov>

[topics./nytimes/sociology](http://topics.nytimes/sociology)

<http://www.ETown.edu/vl/humrts/html>

<http://www.thp.org>



Lesson Plan 1 Template

Content Area: Sociology Lesson Title: Changing Population Trends Time Frame: 2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
- ☒ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
- ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: History, Psychology

Integration of Technology: Internet research

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Examine changing population trends including ethnicity and migration trends	Lesson Sequence - Students will view clips of pop culture and make a compare and contrast chart. - Students will discuss how society has changed in their times. - Students will interview a parent or guardian to get insights in how society has changed from when they were children. - Students will create a paper to report their findings. - Students will work on their research.	Research paper
Differentiation: Teacher will meet with students to help with organizing skills and writing skills.		
Resources Provided: - Laptops - Internet resources - Text: Sociology and You		



Lesson Plan 2 Template

Content Area: Sociology Lesson Title: Rumors, Fads and Fashions Time Frame: 2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: History, Psychology

Integration of Technology: Internet research

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the societal impact of rumors, fashions, and fads - Identify examples on both the micro and macro level	Lesson Sequence - Have students list current trends. - Have students list trends no longer fashionable. - Have students offer why they think trends become popular. - Review the lesser societal impact of rumors, fashions and fads. - Have students provide examples on both the micro and macro level-that is local vs national. - Compare trends in NJ to trends in CA and flyover states.	Questions posted on Google Forms
Differentiation: Students will omit the national comparison.		
Resources Provided: - Laptops - Internet resources - Text: Sociology and You		



Lesson Plan 3 Template

Content Area: Sociology Lesson Title: Social Movements Time Frame: 2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: History, Psychology, Government

Integration of Technology: Internet research

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Understand the role that various social movements have had in affecting social change	Lesson Sequence - Describe social movements - Have students make a chart of the most impactful social movements. - Ask students what made each social movement impactful. - Review with students the role of social movements - Students will select a movement of their choice and conduct Internet research on that movement. - Students will prepare a presentation on their chosen social movement.	Presentation in accordance with objectives.
Differentiation: Presentation requirements will be abridged to meet specific needs and keep within the timeline of the project.		
Resources Provided: - Laptops - Internet resources - Text: Sociology and You		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒		
Allow for student choice	☒		
Provide scaffolding for acquiring targeted knowledge/skills	☒		
Integrate global perspectives	☒		
Integrate 21st century skills	☒		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒		
Are varied to address different student learning styles and preferences	☒		
Are differentiated based on student needs	☒		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒		
Provide opportunities for student reflection and self- assessment	☒		
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒		

Curriculum Design Template

Content Area: Sociology	Grade Level: 11/12	Unit Title: Five: Social Change
Created: Samantha Ally	Board Approved on:	



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension