

**SOCIOLOGY
GRADES 10-12**

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

TABLE OF CONTENTS

	<u>Page</u>
21 st Century Life and Careers	3
Unit 1: Theory	4
Unit 2: Cultures	7
Unit 3: Society, Collective Behavior and Social Change	10
Unit 4: Socialization	13
Unit 5: Gender	16
Unit 6: Race and Ethnicity	20
Unit 7: Adolescence	23
Unit 8: Deviance	26
Unit 9: Aging, Health, Death and Dying	28
Unit 10: Social Stratification and Inequality	31
Unit 11: Family	34
Unit 12: Social Institutions: Education, Religion, Science, Sports, Media	37
Sample Standards Integration	41
Holocaust Mandate	43
Amistad Mandate	43

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

ELA Integration - The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards - History, Social Studies, Science and Technical Subjects (10-12)

Unit 1: Theory (3-5 Days)

Why Is This Unit Important?

The unit will examine and explore the field of sociology. The social sciences are disciplines that study human social behaviors and institutions, as well as the functions of human society. Sociology is the study of human society and social behavior. Sociology employs three major theoretical perspectives to analyze society. There are two levels of analysis; macro-sociology, which focuses on large scale systems as a whole, and micro-sociology, which focuses on small group settings.

Enduring Understandings:

- Students will develop an understanding of how sociology varies from other social sciences (Topical)
- Students will develop an appreciation for various scholars who contributed to the development of social theory (Topical)
- Students will develop an understanding of the research process used by sociologists (Topical)
- Students will be able to use the sociological imagination to make connections between themselves and other elements of society (Overarching)

Essential Questions:

- Should the field of sociology continue to be studied?
- Is group behavior or individual behavior more important to understanding society?
- Does the sociological perspective help us understand social issues?
- Should individuals try to develop a sociological imagination?
- Which social theory best explains social behaviors?
- What determines what social issues are important?

Acquired Knowledge:

- Explain how sociology differs from other social sciences
- Trace the development of social theory
- Explain the differences between the European theories and the Chicago school theories of sociology
- Identify the differences between the three major theoretical perspectives
- Recognize the differences in the levels of analysis among the major perspectives
- Identify the steps in the traditional research process

Acquired Skills:

Create a timeline that shows the development of sociological theory
Compare and contrast sociology with the other major social sciences ·
Describe how sociologists conduct participant observation
Compare and contrast the major research methods
Analyze current social issues using the three major theoretical perspectives

Assessments:

Formative Assessment:

- Observation. Students will conduct a social experiment using the traditional steps of observation and the major theoretical perspectives to analyze the results of their research. Students will observe the social interaction and record the information from the experience. Students will then analyze and evaluate the interactions using social theory and perspectives.

Summative/Benchmark Assessment:

- Unit Test: Multiple choice, short answer and essay

Alternative Assessment:

- Plickers review

Instructional Resources:

Core:

- Sociology: The Study of Human Relationships (Holt McDougal, 2010)

Supplemental:

- Political cartoons and Dear Abby columns can be used to provide students with examples of elements of sociological theory.
- *The Sociological Imagination* by C. Wright Mills article (This can be found in the students text.)
- <http://www.ojp.usdoj.gov/bjs/homicide/race.htm> - data to introduce "sociology in action."

Interdisciplinary Connections:

- Reading informational text & Vocabulary development – Language Arts
- Develop Research Skills
- Interpreting government statistics – Math/logic
- Internet usage research – result presented on spread sheet – math

Extensions:

- What is Sociology - <http://www.sociology.org/what-is-sociology/> - This article gives students access to journal reading on an advanced level.

2020 NJCS:

- 6.3.12.CivicsPD.2

Unit 2: Cultures (10 Days)

Why Is This Unit Important?

This unit will examine and explore the development of cultures within various societies around the world. The similarities and differences between cultures have contributed to both universal understanding and ethnocentrism. The common qualities of all cultures will be considered. There will be inquiry into whether an American culture exists, and if globalization is contributing to the development of a global culture.

Enduring Understandings:

- Students will develop an understanding of how different elements contribute to the creation of a culture. (Topical)
- Students will be able to make connections between their own cultures and others (Topical)
- Students will be able to apply social theory to explain cultural development and variation (Overarching)
- Students will develop an appreciation for various culture through the sociological imagination (Overarching)
- Students will be able to identify the causes of cultural change (Topical)

Essential Questions:

- Can cultures change themselves?
- How do societies respond to cultural change?
- Are all cultures the same?
- How do sub-cultures and countercultures impact the larger culture?
- Is there an "American" culture?
- Can a "global" culture exist?

Acquired Knowledge:

- Explain how a culture is different from a society
- Identify the 5 basic elements of culture
- Explain the differences between material and non-material cultures
- Identify the differences between a sub-culture and counterculture
- Recognize the impact of viewing other cultured through ethnocentrism
- Analyze the factors that contribute to social change

Acquired Skills:

- Compare and contrast traditional and modern American culture
- Analyze how cultural development varies by using the three traditional sociological perspectives
- Use primary and secondary sources to determine how globalization has influenced culture
- Make effective arguments for why sub-cultures and countercultures can be

beneficial to mainstream cultures

Assessments:

Formative Assessment:

- Analysis of non/material culture of the U.S. in fifty years. Generation of materials, analysis of values/norms based on items.

Summative Assessment:

- Unit Test: multiple choice, short answer and essay

Benchmark Assessment:

- Research Task – Globalization. Choose one of the following; sports, fast food, fashion, technology (cell/iPod). Track the development of use and cultural transfer in 3 other cultural systems. Analyze impact on traditional culture/values of the cultures.

Alternative Assessment:

- Culture Children's Book. Write a children's book that will help a foreign born child learn to adjust to American life. Include material and nonmaterial culture as well as the different forms of social control that take place in America

Instructional Resources:

Core:

- Sociology: The Study of Human Relationships (Holt McDougal, 2010)

Supplemental:

- Video: The Gods Must Be Crazy (1980)
- Video: Rize (2005)
- *Body Ritual Among the Nacirema* The Study of Human Relationships (Holt McDougal, 2010) pg. 32
- George P. Murdock 1945, "*The Common Denominator of Culture*," in the Science of Man in the World Crisis, Ralph Linton ed. New York: Columbia University Press.
- Databases
- Google Docs

Technology Integration:

- Students must complete on-line research to collect data and images that will allow them to demonstrate the impact of globalization using a multi-media presentation. Students who are inclined may produce virtual time capsules.

Interdisciplinary Connections:

- Reading informational text and vocabulary development – Language Arts
 - Develop Research Skills
- Derive and calculate statistics – Math
- Develop skills in presentation and design - Art

Extensions:

- “Culture Unit” from Sociology: A Down-to-Earth Approach (Pearson, 2007) · Film: ‘The Terminal’ (2004) {to analyze norms, values, cultural universals, etc.} – These films will allow students to use higher order thinking skills while viewing documentaries.

2020 NJCS:

- 6.1.12.EconGE.3.a
- 6.1.12.HistoryCC.3.a
- 6.1.12.HistoryCC.8.c
- 6.1.12.HistoryUP.13.a
- 6.1.12.HistoryCA.14.c
- 6.1.12.HistoryUP.16.a
- 6.2.12.HistoryCC.1.f

Unit 3: Society, Collective Behavior and Social Change (10 Days)

Why Is This Unit Important?

This unit will examine the structure of society, the conditions necessary for collective behavior, and the different types of social movements. Society has a structure, and this structure helps people know what is expected of them and what they can expect of others. When unclear situations arise, people resort to collective behavior within collectivities (such as crowds, mobs, riots, panics, etc.). Longer lasting collective behavior leads to social movements that promote or prevent social change. Social Change can also be caused by the following factors: values and beliefs, technology, diffusion, population, the physical environment, and wars and conquest.

Enduring Understandings:

- Students will develop an understanding of the general structure of our and other societies. (Topical)
- Students will use sociological imagination to make connections with the roles and statuses they fill in their own lives. (Overarching)
- Students will be able to identify characteristics of collectivities. (Topical)
- Students will develop an understanding of the life cycle of social movements. (Topical)
- Students will be able to identify sources of social change. (Topical)
- Students will be able to apply social theory to explain social change. (Overarching)

Essential Questions:

- Are post-industrial societies better than pre-industrial and industrial societies?
- Do individuals in crowds make their own decisions or are they more affected by collective behavior? This is not an essential question if research indicates a right and wrong answer
- Does a society need social change?

Acquired Knowledge:

- Identify major components of social structure.
- Describe the difference between an ascribed status and an achieved status.
- Explain the difference between a Gemeinschaft and a Gesellschaft society.
- Identify the preconditions for collective behavior.
- Recognize the difference between collectivities and social movements.
- Identify the concept of social change.

Acquired Skills:

- Examine a TV show for examples of role conflict
- Trace or sequence the development of society
- Compare and contrast different types of societies
- Create a slogan to describe a type of group
- Compare and Contrast various collectivities
- Sequence the cycle of social movements
- Identify effects of the sources of social change
- Make effective arguments for the best theory of social change

Assessments:

Formative Assessment:

- Choose a pre-industrial nation from Latin America/Sub-Saharan Africa, which is considered the two most under-developed regions of the world. Compare economic and social life in that nation, with life in a post industrial nation such as France, Britain or the United States. What are the advantages and disadvantages of life in each society? Incorporate the ideas of Gemeinschaft and Gesellschaft into your paper.

Summative Assessment:

- Unit Test on Society, Collective Behavior, and Social Change: multiple choice, short answer and essay

Benchmark Assessment:

- Student groups will create a social movement. First, the groups will define their ideology. Groups will define the type of social movement they are promoting (reactionary, conservative, revisionary, or revolutionary). Groups will then create a website to promote their social movement. The website should extol the values and beliefs of their movement and also use the language of either relative-deprivation theory or resource-mobilization theory to explain why their social movement will develop and be maintained.

Alternative Assessment:

- Modified project

Instructional Resources:

Core:

- Sociology: The Study of Human Relationships (Holt McDougal, 2010)

Supplemental:

- Sociology: A Down-to-Earth Approach (Pearson, 2007)
- May 1914 letter to *The Crisis* {Lynching} {pg. 615}
- Social Movements and Propaganda: the execution of Timothy McVeigh {pg. 634}
- Video Series: The Way We Live (2004)
- TV Show: Army Wives (13th episode, 2nd season) {Role Conflict}

Interdisciplinary Connections:

- Reading informational text & Vocabulary development – Language Arts
- Analyzing statistics on the CIA factbook website – Math
- Creating a Social Movement Website – Multimedia

Extensions:

- Collective Behavior and Social Movements: Process and Structure (MIT website) <http://web.mit.edu/gtmarx/www/cbchap1.html> - This article is written on an advanced reading level.

2020 NJCS:

- 6.1.12.CivicsDP.3.c
- 6.1.12.CivicsDP.6.b
- 6.1.12.HistoryCC.12.b
- 6.1.12.CivicsDP.13.a
- 6.1.12.GeoHE.13.a
- 6.1.12.HistoryCC.13.a
- 6.1.12.HistoryCC.13.c
- 6.1.12.HistoryCC.13.d
- 6.1.12.HistoryUP.13.a
- 6.1.12.GeoPP.14.b
- 6.2.12.CivicsDP.3.b
- 6.2.12.EconEM.4.a
- 6.2.12.HistoryCC.4.d
- 6.2.12.HistoryCC.5.g
- 6.2.12.HistoryCC.6.a
- 6.3.12.CivicsPD.1
- 6.3.12.GeoGI.1

Unit 4: Socialization (5 Days)

Why Is This Unit Important?

This unit will examine the development of the individual in society. Nature and nurture are both involved in making us who we are. We develop our sense of 'self' from our interactions with others in society. All of us are also influenced, to varying degrees, by agents of socialization like: family, peer groups, school, and the mass media.

Enduring Understandings:

- Students will develop an understanding of how nature and nurture influence development. (Overarching)
- Students will be able to evaluate different factors that shape individual personality development. (Topical)
- Students will be able to identify the most important agents of socialization in the United States. (Topical)
- Students will be able to compare the different ways individuals define "self." (Topical)

Essential Questions:

- Does heredity or environment have a greater impact on our development?
- Why does the idea of "self" differ in different cultures?
- Which agent of socialization has the biggest impact on our development?

Acquired Knowledge:

- Identify factors that influence our personality development.
- Explain the impact isolation has on our socialization
- Explain the concept of the 'looking glass self'
- Identify the difference between significant others and the generalized other
- Differentiate the 'I' from the 'me'
- Compare the different ways individuals define "self"

Acquired Skills:

- Summarize the nature vs. nurture debate
- Analyze music for examples of the 'looking glass self'
- Perform a skit that demonstrates an agent of socialization
- Contrast a total institution with agents of socialization
- Use critical thinking to determine how the 'self' is different in different cultures

Assessments:

Formative Assessment:

- Socialization Journals. Students will self-identify socialization factors and monitor influence and behavior responses to developmental influences

Summative Assessment:

- Unit Test on Socialization: multiple choice, short answer and essay

Benchmark Assessment:

- Performance Task (GRASPS)
 - Goal Students will understand the role institutional socialization plays in a society.
 - Role Students will take on the role of a consultant to help determine exactly what skills, values, and beliefs should be instilled in students by the time they graduate.
 - Audience Ewing Board of Education, community members
 - Situation You must develop a plan for working with families, individual schools in the district, and peer groups within the schools in order to bring about the specific goals you identify. You must then present your plan to the class.
 - Product A 5–10 minute multi-media presentation or a written report.

Alternative Assessment:

- Modified performance task

Instructional Resources:

Core:

- Sociology: The Study of Human Relationships (Holt McDougal, 2010)

Supplemental:

- Sociology: A Down-to-Earth Approach (Pearson, 2007)
- "Heredity of Environment? The Case of Oskar and Jack, Identical Twins" {pg. 64}
- "Do You See What I See? Eastern and Western Ways of Perceiving and Thinking" {pg. 71}
- "Boot Camp as a Total Institution" {pg. 86}
- Video Series: The Way We Live (2004)
- Song: "Magic Mirror" by Leon Russell on CD {Looking Glass Self}
- Video: Secrets of the Wild Child (NOVA, 1997)

Interdisciplinary Connections:

- Reading Informational Text and Vocabulary Development – Language Arts · Interviewing Community members to determine appropriate school reforms – Public Speaking
- Analyzing sociological concepts in music – Performance Arts

Extensions:

- 'The Theory of Socialization,' by Franklin Henry Giddings
http://books.google.com/books?id=x_oCAAAAMAAJ&dq=socialization&pg=PA1#v=onepage&q&f=false - This article provides insight sociological theory provided by a well-respected sociologist. .

2020 NJCS:

- 6.3.12.CivicsPD.1

Unit 5: Gender (5 Days)

Why Is This Unit Important?

This unit will examine the development of gender roles and gender identity. Learning of gender occurs through socialization, and the processes vary between males and females. The development and continuation of gender roles has often led to gender inequality in the workforce, military, family in education. The way that the United States deals with gender issues often varies greatly from how other societies in the world deal with gender.

Enduring Understanding;

- Students will develop an understanding of how both nature and nurture influence the development of gender (Overarching)
- Students will be able to identify the causes of gender inequality that exist throughout society (Topical)
- Students will be able to make connections between how gender issues are handled in our society and on a global scale (Topical)
- Students will develop an appreciation for gender differences between males and females. (Topical)
- Students will be able to apply social theory to explain gender issues in society (Overarching)

Essential Questions:

- How do nature and nurture influence gender?
- Do gender differences exist today?
- Is Title IX fairly applied?
- Are males or females better learners?
- Does biology or society have a greater influence on gender?
- Should the government play a role in promoting gender equality?
- Have men lost out to policies that help advance women's rights?
- Are the American ideas of gender globally appropriate?
- Does the media affect gender image?

Acquired Knowledge

- Identify the physical differences between males and females
- Identify the different policies of Title IX
- Explain the role of socialization in gender identity
- Explain the differences in learning methods and achievement levels for boys and girls
- Recognize gender differences between local and global societies

Acquired Skills:

- Draw conclusions regarding why gender inequality still exists
- Compare and contrast how biology and society affect socialization and gender
- Use critical thinking to identify gender bias in the media, education and the work force
- Make effective arguments for gender equality in the military
- Analyze primary sources to determine if American women have more or fewer gender issues than other societies

Assessments:

Formative Assessment:

- Children's Fairy Tale critiques. Students will chose a classic work and reflect on gender messaging and bias. Rewritten text and influence are required.

Summative Assessment:

- Unit Test: multiple choice, short answer and essay

Benchmark Assessment:

- Performance Task (GRASPS)
 - Goal to understand how the media depicts and defines gender.
 - Role You have been hired by a women's rights organization to produce a report that will be distributed nationally.
 - Audience The audience will be national newspapers and perhaps an opportunity to present your findings on national television such as Oprah.
 - Situation You must choose 3 different media outlets (TV, film, print, music, and video) and monitor how gender is presented. You must analyze the sources to determine if the media is promoting gender inequality and stereotypes.
 - Product Findings will be published in an educational journal and discussed in a national forum such as television or public radio.
- Performance Task (GRASPS)
 - Goal Students will understand issues that affect women globally.
 - Role Working with WOMEN'S WATCH, a policy group that monitors how women are treated around the world.
 - Audience Government officials in your selected country
 - Situation You have been hired as an intern for UNIFEM, the United Nations program that promotes women's issues.
 - Product You must work with the other interns to present a report and action plan for UNIFEM on one of the following issues: violence against women, education, health, employment.

Alternative Assessment:

- LGBTQ diversity maps.

Instructional Resources:

Core:

- Sociology: The Study of Human Relationships (Holt McDougal, 2010)

Supplemental:

- Article: *Am I a Man or a Woman?* Ruth G. Davis, Glamour, Apr. 2000
- Video: *Middle Sexes: Redefining He and She* HBO Documentary Films (2006)
- Video: *Boys and Girls are Different: Men, Women, and the Sex Difference* ABC News (2005)
- Video: *The Losing Team: Cutting Male Sports for Equality* ABC News (1986)
- Novel excerpt: Eugenides, Jeffrey, *Middlesex*, Picador, 2002.
- Article: *The New Gender Gap* Business Week Online, (2003) · Article: *Women in the Military: A Success Story or a Social Experiment Gone Awry?*
- Video: *Tailhook '91* from *The Navy Blues* PBS Frontline (2005) · Video: *Mulan* Disney (1998)

Technology Integration:

- Students must complete on-line research and multi-media production to collect data and images that will allow them to demonstrate their knowledge of global gender issues. Students who are inclined may produce on-line posters, blogs or videos to demonstrate the impact of gender on media.

Interdisciplinary Connections:

- Reading informational text & Vocabulary development – Language Arts
- Develop Research Skills
- Derive and calculate statistics – Math
- Develop skills in presentation and design - Art
- Evaluating historical events in the analysis of efforts toward gender equality – History

Extensions:

- 'Closing the Gap: Exploring the History of Gender Relations,' by Allerd Stikker <http://books.google.com/books?id=tBMDKudhiu0C&lpg=PA190&dq=history%2Bof%2Bgender%2Bissues&pg=PP1#v=onepage&q&f=false>

2020 NJCS:

- 6.1.12.HistorySE.2.a
- 6.1.12.CivicsDP.6.a
- 6.1.12.EconET.8.a
- 6.1.12.HistoryCC.11.c
- 6.1.12.HistoryCC.13.b
- 6.1.12.HistoryCC.13.d
- 6.1.12.HistorySE.13.a
- 6.1.12.HistorySE.14.a
- 6.3.12.CivicsPD.1

Unit 6: Race and Ethnicity (10 Days)

Why Is This Unit Important?

This unit will examine the Race and ethnicity. Race, ethnicity, and minority groups are important factors that shape the social structure of the United States. Understanding the concepts and causes of discrimination and prejudice are key to understanding major patterns of minority group treatment. The United States is home to a number of these minority groups, each with its own distinctive history and challenges.

Enduring Understandings:

- Students will develop an understanding of traditional racial categories (Topical)
- Students will develop an understanding of race as a social category (Topical)
- Students will be able to identify major sources of discrimination and prejudice (Topical)
- Students will develop an appreciation for various minority groups through the sociological imagination (Overarching)
- Students will be able to apply the self-fulfilling prophecy to explain prejudice (Overarching)

Essential Questions:

- Should physical categories of race be relevant today?
- Is there total equality among all the races in the U.S. today?
- Does the media portray race fairly?

Acquired Knowledge:

- Identify racial and ethnic classifications.
- Classify the levels on Merton's scale of prejudice
- Identify patterns of minority group treatment
- Distinguish the physical category of race from the social category of race

Acquired Skills:

- Draw conclusions regarding the consequences of ethnic and racial discrimination by role-playing a racial-switch scenario
- Make effective arguments regarding the status/treatment of various minority groups
- Analyze causes of discrimination and prejudice
- Examine a film for patterns of minority group treatment

Assessments:

Formative Assessment:

- Performance Task (GRASPS)
 - Goal Students will become familiar with contributions of major race and ethnic groups within the United States.
 - Role *You* are an artist hired by the Census Bureau to create a stamp to honor each of the major race/ethnic groups that have contributed to the development of this nation.
 - Audience Census Bureau Board of Directors
 - Situation Please choose one of the 5 minority groups and do the following: Use images and words to explain the contributions. Students may use the information from the census or from the text to show the challenges that each group has overcome, and the achievements of their group.
 - Product Create a "full scale model" of a stamp

Summative Assessment:

- Unit Test on Race and Ethnicity: multiple choice, short answer and essay

Benchmark Assessment:

- Ethnographic surveys. Students will be required to interview individuals from a variety of ethnographic backgrounds. Research must include independent questioning and dual response evaluations to assess the changing roles of race and ethnicity.

Alternative Assessment:

- Genocide research projects: Students will research and evaluate current global conflicts to determine which nations are experiencing genocide. Students will report on actions by international organizations and NGOs are addressing nations on watch.

Instructional Resources:

Core:

- Sociology: The Study of Human Relationships (Holt McDougal, 2010)

Supplemental:

- Sociology: A Down-to-Earth Approach (Pearson, 2007)
- 'Can a Plane Ride Change Your Race?' {pg. 329}
- Video Series: The Way We Live (2004)
- Video: Black in America (CNN, 2008)
- Primary Source: Excerpt from Barack Obama's Philadelphia speech (March 18, 2008)
- Activity: 'If: A Parable on Race Relations' (Innovative Techniques for Teaching Sociological Concepts, Third Edition. The American Sociological Association, 1993)
- Possible Films: Remember the Titans (2000), The Pianist (2002)

Interdisciplinary Connections:

- Reading informational text & Vocabulary development – Language Arts
- Develop Research Skills
- Derive and calculate statistics – Math

Extensions: – These articles go beyond the information provided in this unit

- 'Will Obama Suffer from the "Bradley Effect?" (cnn.com)
 - http://articles.cnn.com/2008-10-13/politics/obama.bradley.effect_1_bradley_effect-bradley-campaign-exit-polls?_s=PM:POLITICS
- 'Social Construction and the Concept of Race,' by Edouard Machery and Luc Faucher
 - http://www.pitt.edu/~machery/papers/The%20concept%20of%20race_machery_Faucher_%202005.pdf

2020 NJCS:

- 6.1.12.HistoryUP.5.a
- 6.1.12.HistoryCC.3.a
- 6.1.12.HistoryCC.8.c
- 6.1.12.HistoryCA.14.c
- 6.1.12.HistoryUP.16.a
- 6.2.12.HistoryCC.1.f
- 6.3.12.CivicsPD.1

Unit 7: Adolescence (10 Days)

Why Is This Unit Important?

This unit will examine and explore the distinct stage of life development known as adolescence. Adolescence occurs between the onset of puberty and adulthood. Various characteristics of adolescence include biological growth, an undefined social status, and the search for self. Adolescents in America experience a number of social challenges, including drug use, sexual behavior, and suicide.

Enduring Understandings:

- Students will develop an understanding of how both nature and nurture influence the development of adolescence (Overarching)
- Students will be able to identify the differences between adolescents and adults (Topical)
- Students will be able to make connections between how issues of adolescence are handled in our society and on a global scale (Topical)
- Students will develop an understanding of how dating and courtship rituals have emerged among adolescents. (Topical)
- Students will be able to identify the effects that social challenges have on adolescents (Topical)
- Students will be able to apply social theory to explain adolescence issues in society (Overarching)

Essential Questions:

- How is adolescence a distinctive cycle of life?
- Has the status of adolescents changed in society?
- Are the pressures of adolescence greater than those faced by adults?
- Why is dating and courtship so important to adolescence?
- Does biology or society have a greater influence on adolescent behavior?
- How do adolescents contribute to social change?

Acquired Knowledge:

- Identify social issues that impact adolescence
- Identify the characteristics of adolescence
- Recognize the biological and social indicators of adolescence
- Trace the development of adolescence as a distinct stage of life development
- Explain how social integration is connected to variations of suicide rates

Acquired Skills:

- Compare and contrast how the characteristics of adolescence affect teens
- Create a timeline that shows the transition from childhood to adolescence
- Describe and compare traditional and modern features of courtship and dating
- Analyze primary sources to determine if teens face greater social pressure than adults

Assessments:

Formative Assessment:

- *9th grade self evaluations*

Summative Assessment:

- Unit Test on adolescence: multiple choice, short answer and essay

Benchmark Assessment:

- Produce a handbook on surviving adolescence. Your book should provide students (ages 12-18) with information about each issue, and how they affect adolescence. Your book must provide students with information about the following topics: **Drugs/Alcohol, Deviance/Crime, Suicide, Sexual Behavior, Peer Pressure Dating Violence Education, Mental Illness, and Bullying**. Each book section should provide current statistical evidence and theory that explains the adolescent behavior. You must present a balance view on your topic....don't talk about going to college without talking about educational alternatives.

Alternative Assessment:

- Modified project

Technology Integration:

- Create a video that serves as a PSA that warns teens of the dangers of Drugs/Alcohol, Dating Violence, Suicide or Bullying. Use current statistics to highlight the seriousness of the topic. Your message should be designed to be persuasive in an effort to change the attitude and behavior of teens.
<http://school.discoveryeducation.com/schrockguide/assess.html> - Rubric format

Instructional Resources:

Core:

- Sociology: The Study of Human Relationships (Holt McDougal, 2010)

Supplemental:

- Novel excerpts: *Columbine* Cullen David. Grand Central Publishing (2009)
- Novel excerpts: *Nineteen Minutes* Picoult, Jodi. Atria Books (2007)
- Video excerpts: *Mean Girls* (2004) , *Girl Interrupted* (1999), *Welcome to the Dollhouse* (1995), *Sixteen Candles* (1984)
- Reading excerpts: Emile Durkheim: *Suicide: A Study in Sociology* Free Press (1997)
- Article: *The New Virginity* Newsweek, (2002)
- Article: *A Teen Twist on Sex* Time Magazine (2005)

Interdisciplinary Connections:

- Reading informational text & Vocabulary development – Language Arts
- Develop Research Skills
- Derive and calculate statistics – Math
- Develop skills in presentation and design - Art

Extensions:

- 'Men to Boys: The Making of Modern Immaturity,' by Gary Cross (excerpt)
<http://cup.columbia.edu/book/978-0-231-14430-8/men-to-boys/excerpt>

2020 NJCS:

- 6.2.12.HistoryCC.3.b
- 6.3.12.CivicsPD.1
- 6.3.12.CivicsHR.1

Unit 8: Deviance (10 Days)

Why Is This Unit Important?

Deviance, which is behavior that violates social norms, serves a purpose in society. Sociologists have many theories to explain deviant behavior. Also, there are several different types of crimes. The U.S. criminal-justice system investigates, prosecutes, and punishes criminals.

Enduring Understandings:

Students will develop an understanding of the nature and social functions of deviance (Topical)

Students will be able to apply social theory to explain deviance (Overarching)

Students will use sociological imagination to see the purpose of the deviance they commit in their everyday lives (Overarching)

Essential Questions:

Is cheating always wrong?

Why is some deviant behavior labeled as crime and some labeled as acceptable deviant behavior?

Does deviance help or hurt society?

Acquired Knowledge:

- Evaluate the theories that have been proposed to explain deviance
- Analyze the social functions of deviance
- Evaluate different types of crime in the U.S. and how these crimes are punished
- Identify characteristics of the criminal-justice system

Acquired Skills:

- Apply the theories that have been proposed to explain deviance using a given scenario
- Participate in a Socratic discussion to assess the reasons why teenagers cheat on tests and papers
- Analyze crime data from the F.B.I. Uniform Crime Reports
- Examine a film to explain theories of deviance

Assessments:

Formative Assessment:

- Crime and Punishments surveys. Students will self-assess on the criminality behavior platforms and evaluate the impact of their responses

Summative Assessment:

- Unit Test on Deviance: multiple choice, short answer and essay

Benchmark Assessment:

- Choose a norm to break in order to experience the effect of violating an established social norm. You will also observe and record other people's responses to your deviation from expected social behavior. Finally, you will share your experience and discuss your observations with the class.

Alternative Assessment:

- Modified norm project

Instructional Resources:

Core:

- Sociology: The Study of Human Relationships (Holt McDougal, 2010)

Supplemental:

- Sociology: A Down-to-Earth Approach (Pearson, 2007)
- Article: 'Human Sexuality / Is it Rape...?' {pgs. 201-202}
- Video Series: The Way We Live (2004)
- Video: 'Caught Cheating' (ABCNews, 2004)
- Website: <http://www.fbi.gov/ucr/ucr.htm> (FBI Uniform Crime Reports)
- Possible Films: The Outsiders (1983)

Interdisciplinary Connections:

- Reading informational text & Vocabulary development – Language Arts
- Develop Research Skills
- Interpreting government statistics provided by UCR – Math/logic
- Presenting social experiment findings – Public Speaking

Extensions:

- 'Explaining Deviant Peer Associations: An Examination of Low Self-Control, Ethical Predispositions, Definitions, and Digital Piracy,' by Scott E. Wolfe and George E. Higgins <http://wcr.sonoma.edu/v10n1/Wolfe.pdf> - A study on deviant behavior demonstrating sociological research

2020 NJCS:

- 6.3.12.CivicsPD.1

Unit 9: Aging, Health, Death and Dying (10 Days)

Why Is This Unit Important?

Americans entering the later years, or old age, face a new set of life transitions, challenges, and opportunities. As society ages, the concerns of the elderly take on increasing importance. Many elderly people have disabilities, as do many other Americans. Besides just disabilities, many Americans are concerned about the cost and quality of health care. Not all Americans have equal access to the health-care system. Also, death is something that Americans don't like to talk about.

Enduring Understandings:

- Students will develop an understanding of physical, mental, and emotional changes characterized by later adulthood (Topical)
- Students will be able to identify concerns of the elderly in the U.S. (Topical)
- Students will be able to identify major concerns about health care in the U.S. today (Topical)
- Students will be able to apply social theory to explain our health-care system (Overarching)
- Students will be able to propose solutions to "fix" an aspect of society (Overarching)
- Students will use sociological imagination to see why death is an avoided topic in the United States (Overarching)

Essential Questions:

- Should the elderly in our country be more valued?
- Should the United States have Universal Health Care?
- Why is the topic of death taboo in the United States?

Acquired Knowledge:

- Analyze the different stages in late adulthood
- Evaluate the politics and social repercussions of aging
- Analyze the many issues with the U.S. health-care system
- Identify death as a process

Acquired Skills:

- Analyze data on distributions of elderly people in America
- Make generalizations about the portrayal of older people in the media
- Propose solutions to fix the U.S. healthcare system
- Examine a film to evaluate lessons learned from a dying man

Assessments:

Formative Assessment:

- Review and analysis of obituaries
- Class discussion

Summative Assessment:

- Unit Test on Aging, Health, and Death & Dying: multiple choice, short answer and essay

Benchmark Assessment:

- Public Health Survey Project.
 - Using knowledge gleaned from the unit, first, go out and gather a list of grievances about the U.S. Healthcare system from adults in the community. Next, based on these grievances they will develop a detailed plan to overhaul the United States Healthcare system. Proposals will be presented to the class.

Alternative Assessment:

- Role-Play - Students will participate in a mock town hall meeting. Each student will be assigned one of the following roles: a politician, a healthcare industry lobbyist, a citizen with conservative views on healthcare reform, or a citizen with liberal views on healthcare reform. Students will research the perspectives of their role and then act out their viewpoints during the town hall meeting.

Instructional Resources:

Core:

- Sociology: The Study of Human Relationships (Holt McDougal, 2010)

Supplemental:

- Video Series: The Way We Live (2004)
- Sociology: A Down-to-Earth Approach (Pearson, 2007)
- 'The Sociology of Death and Dying' {pgs. 382-385}
- 'Curbing Costs: Issues in Health Insurance' {561-563}
- Article: 'Half of primary care doctors...' http://articles.cnn.com/2008-11-17/health/primary.care.doctors.study_1_primary-care-medicare-patients-medicaid-patients?_s=PM:HEALTH
- Article: 'I Can't Afford to Get Sick' (Reader's Digest – April 2006)
- Possible Films: SiCKO (2007), Tuesdays with Morrie (1999)

Interdisciplinary Connections:

- Reading informational text & Vocabulary development – Language Arts
- Develop Research Skills
- Interpreting healthcare statistics – Math/logic
- Roll playing various healthcare policy makers – Performing Arts

Extensions:

- 'Sick Around the World' (Frontline special) - online video on health care around the world:
<http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld>

2020 NJCS:

- 6.3.12.CivicsPD.1

Unit 10: Social Stratification and Inequality (10 Days)

Why Is This Unit Important?

This unit will examine the development of social stratification. Most societies divide their membership into ranks based on selected characteristics, which often contributes to social inequality. There are several techniques used to determine social class, and several forms of social mobility within and between classes.

Enduring Understandings:

- Students will develop an understanding of how both nature and nurture influence the development of certain social stratification systems (Overarching)
- Students will be able to identify the causes of social inequality that exist throughout society (Topical)
- Students will be able to make connections between how issues related to social inequality are handled in our society and on a global scale (Topical)
- Students will develop an appreciation for the differences between social classes. (Topical)
- Students will be able to apply social theory to explain stratification issues in society (Overarching)

Essential Questions:

- How do nature and nurture influence stratification?
- Do all social classes have power?
- Is it possible to end poverty?
- What factors should determine someone's social status?
- How does social stratification lead to social inequality?
- Should the government play a role in promoting social equality?
- Is the American class system truly open?

Acquired Knowledge:

- Identify the differences between class and caste systems
- Identify the different dimensions of social stratification
- Explain the role of social stratification in societies
- Explain the differences in social classes and achievement levels in American society
- Recognize class differences between local and global societies

Acquired Skills:

- Draw conclusions regarding why social inequality still exists
- Compare and contrast how biology and society affect social stratification
- Compare and contrast how caste and class systems impact the individual in society
- Use critical thinking to identify class bias in the media, education and the work force
- Make effective arguments for the government to promote social equality
- Compare and contrast how rural and urban poverty differs
- Trace the attempts by the government to reduce social inequality

Assessments:

Formative Assessment:

- SPENT simulation

Summative Assessment:

- Unit Test: multiple choice, short answer and essay

Benchmark Assessment:

- Performance Task – You have been asked to use the information from the unit to create a video blog on the government programs that have been developed to help end poverty. Your group's research should begin with the 1964 "War on Poverty" and continue to the present administration. You must evaluate the effectiveness of the programs that have been developed to combat poverty. You must pull from online sources and databases to present opposing viewpoints to analyze.

Alternative Assessment:

- Global inequality research presentation. What inequalities exist in the world today? You will research two of the following topics: income level, gender, access to education, or race. Choose 2 nations from the list (cannot be from the same region). Research to determine how each social factor has influenced and been impacted by social inequality.

Instructional Resources:

Core:

- Sociology: The Study of Human Relationships (Holt McDougal, 2010)

Supplemental:

- Novel excerpts: *Death of Vishnu Suri*, Manil, W.W. Norton & Company, 2001
- Novel excerpts: *Nickel and Dimed, Or (Not) Getting By in America* Ehrenreich, Barbara, Holt Rinehart and Winston, 2001
- Article: *The Changing Face of Poverty* CNN/Money Magazine online (2004)
- Article: *Rise of the Super Rich* Trich, Teresa. New York Times Magazine (2006)
- Article: *Money Changes Everything* Yabroff, Jennie, New York Times (2006)
- Documentary: *The One Percent* HBO Documentary Films (2006)
- Documentary: *What's Going On?: Poverty in America* (2003) · Video: *Global Women and Poverty* NOW with Bill Moyers PBS (2003)

Technology Integration:

- Students must complete on-line research and multi-media production to collect data and images that will allow them to demonstrate the impact of social inequality on various societies.

Interdisciplinary Connections:

- Reading informational text & Vocabulary development – Language Arts
- Develop Research Skills
- Derive and calculate statistics – Math
- Develop skills in presentation and design - Art

Extensions:

- 'The Status Syndrome: How Social Standing Affects our Health and Longevity,' by Michael Marmot
<http://books.google.com/books?id=JFHcFzIgCWkC&lpg=PP1&dq=the%2Bstatus%2Bsyndrome&pg=PP1#v=onepage&q&f=false>

2020 NJCS:

- 6.1.12.CivicsDP.6.a
- 6.3.12.CivicsPD.1
- 6.3.12.CivicsHR.1

Unit 11: Family (10 Days)

Why Is This Unit Important?

This unit will examine the development of family systems and their functions. Family organization is determined by how societies assign authority and relationships. Families follow a variety of organizational patterns, but they all fulfill common functions. Family structure and dynamics have changed, and the traditional family unit has often been disrupted.

Enduring Understandings:

- Students will be able to identify the functions of the family (Topical)
- Students will be able to make connections between how issues related to family are handled in our society and on a global scale (Topical)
- Students will develop an appreciation for the differences between traditional and modern families. (Topical)
- Students will develop an understanding of how families help societies to survive and grow (Topical)
- Students will be able to apply social theory to explain family issues in society (Overarching)

Essential Questions:

- Why do we form families?
- Does the traditional family still exist?
- Is marriage necessary?
- How does divorce change family and society?
- How do we define family?

Acquired Knowledge:

- Identify the different functions of the family
- Analyze how the traditional functions of the family have changed
- Explain the role of families in societies
- Analyze how the role of men and women in the family has changed
- Trace the development of the family structure
- Recognize the differences between family structure in America and around the world

Acquired Skills:

- Research how modern family trends have changed the family unit
- Compare and contrast how Americans define family with how it is defined in other cultures
- Create a timeline that shows how the traditional structure of family has changed

Assessments:

Formative Assessment:

- Family Trees. Students must research their family backgrounds and organize their systems into family and kinship lines. Students will identify primary, secondary, and tertiary links.

Summative Assessment:

- Unit Test: multiple choice, essay and short answer

Benchmark Assessment:

- Marriage Norms - Choose a person/couple to interview; older siblings, profs, people you know at church, etc. Try to find someone who has been married for (1) a few years (less than 5) and another who (2) has been married for more than 25. Explain that you'll want to spend about 45 minutes asking them a series of questions about courtship and marriage so that you can better understand cultural factors and then compare the two relationships to determine how marriage has changed. For each interview, try to be objective in your questions and responses, and detailed in your notes. The purpose of the interview is to get as much information as possible about that person's experience with courtship/dating and marriage rituals. Develop a list of questions for your interview (mostly open-ended).

Alternative Assessment:

- Modern Family seminars. Students will prepare and present seminars on the variations of modern families

Instructional Resources:

Core:

- Sociology: The Study of Human Relationships (Holt McDougal, 2010)

Supplemental:

- Article: *Tying a Tight Knot* U.S. News & World Report (2005)
- Article: *Love American Style* U.S.A. Today/Money (2006)
- Article: *The New Tribes* Newsweek (2007)
- Video: *Making Babies* Frontline (1999)
- Guest Speakers to discuss the use of alternative family creation (IVF, adoption)
- Video: *The New Family Feud* 48 Hours (1999)
- Article: *Gay Marriage: Our Mutual Joy* Newsweek (2008)
- Video: *Children of Divorce* National Desk (1994)

Interdisciplinary Connections:

- Reading informational text & Vocabulary development – Language Arts
- Develop Research Skills
- Derive and calculate statistics – Math
- Develop skills in presentation and design - Art

Extensions:

- 'Same-Sex Parenting and Child Development: Reviewing the Contribution of Parental Gender,' by Fiona Tasker
<http://onlinelibrary.wiley.com/doi/10.1111/j.1741-3737.2009.00681.x/pdf> -
From Journal of Family and Marriage, Tasker presents a study of same-sex parenting and its impact on child development.

2020 NJCS:

- 6.1.12.HistoryUP.9.a
- 6.1.12.HistorySE.13.a
- 6.2.12.HistoryCC.3.b
- 6.3.12.CivicsPD.1
- 6.3.12.CivicsHR.1

Unit 12: Social Institutions: Education, Religion, Science, Sports, Media (15 Days)

Why Is This Unit Important?

This Unit will examine the social functions of five Social Institutions. The Social Institutions of: Education, Religion, Science, Sports, and the Media all satisfy basic needs of society. There are also important issues relevant to each of these Social Institutions. Americans devote much attention to education because they want it to remedy social problems. Various American religions allow groups to define their idea of the sacred. Science influences our health, our vision of the future, and how we learn, communicate, and travel. Sports contain their own set of race, gender, and deviance issues. Mass Media has an impact on social and civic life and on public opinion.

Enduring Understandings:

- Students will be able to identify some key issues in education today (Topical)
- Students will examine the main religions in the U.S. (Topical)
- Students will be able to identify factors that have contributed to the institutionalization of science (Topical)
- Students will be able to identify the major issues in American sports (Topical)
- Students will examine how mass media developed as an institution.
- Students will be able to apply social theory to explain issues related to five Social Institutions (Overarching)
- Students will be able to apply the self-fulfilling prophecy to explain student behavior (Overarching)

Essential Questions:

- What should be taught in schools?
- Why is Religion so important to so many people?
- Which is more trustworthy: science or religion?
- Is Sport more than just a game?
- What role should the media play in society?

Acquired Knowledge:

- Describe purposes of education from a conflict and a functionalist perspective
- Identify 5 major world religions
- Recognize religious categories
- Identify the norms and realities of scientific research
- Compare the functionalist and conflict perspectives on sports
- The institution of school is different in other parts of the world.

Acquired Skills:

- Use problem solving in a group to decide how to best allocate \$10,000,000 for school reform
- Examine a film using either conflict or functionalist perspective to make inferences about a school district's approach to education
- Make an effective argument about how religion can perpetuate inequality
- Make predictions about what technologies will be available 50 years from now
- Make effective arguments about the ethics of human cloning and genetic engineering
- Make effective arguments about the impact of race in sports

Assessments:

Formative Assessment:

- Close read and analyze text
- Student discussion

Summative Assessment

- Unit Test on Education, Religion, Science, Sports, and Mass Media: multiple choice, short answer and essay

Benchmark Assessment:

- Create a science fiction movie or children's book that shows how some scientific or technological advancement changes society (the social impact of the advancement)

Alternative Assessment

- Modified project

Instructional Resources:

Core:

- Sociology: The Study of Human Relationships (Holt McDougal, 2010)
- Sociology: The Study of Human Relationships (Holt, Rinehart, Winston, 2008) {discontinued science section; pgs. 374-385}

Supplemental:

- Video Series: The Way We Live (2004)
- Possible Films: Glory Road (2006), Believe in Me (2006), Stand and Deliver (1988)
- Article: 'New Army Technology Could Save Soldiers' Lives'
- http://articles.cnn.com/2008-12-22/tech/army.technology_1_regenerative-medicine-skin-substitute_regeneration?_s=PM:TECH
- Blank Map of the United States for lesson on the importance of education.
- <http://school.discoveryeducation.com/schrockguide/assess.html> - Rubrics for PowerPoint

Technology Integration:

- The task is to create a multimedia project dealing with an issue in Sports. Your job is to research one of the following issues within Sports: race, society, deviance, violence, economics, women, college, or religion. Your target audience is the class. Your presentation should include the following: **a) a thesis (tied to sociological theory) b) background information c) theory connections d) relevance of the social issue (why this is still important)**. Your work will be judged by the quality of the thesis, the visual presentation, the accurate application of social theory, and the currency/relevance of the information.
- The goal is to create a multimedia project about a religion or cult. Your job is to research the religion or cult. Your target audience is the class. Your presentation should include the following: **a) history** (date of origin, founder(s), and significant events), **b) rituals, c) beliefs, d) where it is practiced**. Your work will be judged by the oral presentation (clear, concise, and explained well), the accuracy of the information presented, evidence of good research, and visual/audio aspects of the project.

Interdisciplinary Connections:

- Reading informational text & Vocabulary development – Language Arts
- Derive and calculate statistics – Math
- Analyze the development of the scientific method - Science
- Develop skills in presentation and design – Art
- Trace the development of modern science - History

Extensions – These texts are written on an above grade reading level and will offer students the opportunity to explore the theory and practice of many of the leading sociologists on the topics presented in this unit.

- 'Sociology of Education: Emerging Perspectives,' by Carlos Alberto Torres and Theodore R. Mitchell <http://books.google.com/books?id=w5NMbmVNXoC&lpg=PA1&dq=sociology%2Bof%2Beducation&pg=PP1#v=onepage&q&f=false>
 - U.S. Census School Enrollment Data (2003)
 - <http://www.census.gov/prod/2005pubs/p20-554.pdf>
 - 'The Sociology of Religion,' by Max Weber
 - <http://books.google.com/books?id=abS61elVEMC&lpg=PP1&dq=sociology%2Bof%2Breligion%2Bmax%2Bweber&pg=PP1#v=onepage&q&f=false>
- 'The Sociology of Science: Theoretical and Empirical Investigations,' by Robert K. Merton
 - <http://books.google.com/books?id=zPvcHuUMEMwC&lpg=PR1&dq=sociology%2Bof%2Bscience&pg=PR1#v=onepage&q&f=false>
- 'The Sociology of Sports: An Introduction,' by Tim Delaney and Tim Madigan <http://books.google.com/books?id=YEybKqyfVNwC&lpg=PP1&dq=sociology%2Band%2Bsports&pg=PP1#v=onepage&q&f=false>

2020 NJCS:

- 6.1.12.HistoryCA.10.b
- 6.2.12.HistoryUP.4.b

Sample Standards Integration

21st Century Skills & Career Readiness Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

For Example: Throughout the course students are required to demonstrate all of the above skills as they apply viable research strategies, evaluate data, close read content-specific text, communicate in multiple ways, and effectively employ technology to share ideas in performance tasks and written essays

9.3.12.AG-NR.2

Analyze the interrelationships between natural resources and humans.

For Example: In Unit 2, students research Globalization and analyze the interrelationships between humans and natural resources as well as culture and values.

Technology Integration

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

For Example: In Unit 2, students research Globalization and employ Google docs to work collaboratively to craft a multi-page document tracking the development of use and cultural transfer in 3 other cultural systems. Students employ databases and online research to analyze impact on traditional values.

Interdisciplinary Connection

The Research Simulation Task and Document-Based Questions require students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

For Example: In Unit 4, students participate in a performance task where they investigate the institutional socialization plays in society. Students close read text, analyze point of view, evaluate arguments and integrate diverse media formats in the GRASP assignment.

Holocaust Mandate/Resources

The curricula addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide K-12

For Example: In Unit 6, students explore the topic of race and ethnicity. Students identify major sources of discrimination and prejudice, working to develop an appreciation for various minority groups through the sociological imagination. Students also participate in a genocide research project where they evaluate current global conflicts to determine which nations are experiencing genocide. Students will report on actions by international organizations and NGOs are addressing nations on watch. This unit provides an excellent opportunity to address bullying and historical form of discrimination.

Amistad Mandate/Resources

Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society

For Example: In Unit 6, students explore the topic of race and ethnicity. The performance task has students role-playing an artist hired by the Census Bureau to create a stamp to honor each of the major race/ethnic groups that have contributed to the development of this nation.

LGBTQ/Disabilities Resources

National Park Service, [LGBTQ America: A Theme Study of Lesbian, Gay, Bisexual, Transgender and Queer History](#), 2016.

Oxford Bibliographies, [LGBT Social Movements](#), 2019.

Pew Research Center, [Identity and Community](#), 2013.

Disability Studies Quarterly, [Past and Present Perceptions Towards Disability: A Historical Perspective](#), 2012.