Board Approval Date: August 23, 2022
Course Title: Sociology
Course Description: This course examines the social relationships that comprise the human environment. Students study the various aspects of culture and how different societies attempt to meet their needs. Topics examined include: socialization, adolescence, social stratification, relationships with minorities, the roles of men and women, the structure and role of the family in society.

Course Sequence & Pacing			
Estimated Number of Blocks	**Marking Periods 1 & 3**	**Estimated Number of Blocks**	**Marking Periods 2 & 4**
11	Unit 1: The Sociological Perspective, Origins, Theory	11	Unit 3: The American Family: An Evolution in Progress
11	Unit 2: Socializing the Individual in Society	11	Unit 4: Social Issues

Stage 1 Desired Results

Unit Title #: **Unit 1: The Sociological Perspective, Origins, Theory**

Unit Summary:

Unit Learning Targets

NJSLS Standards:

6.1.12. B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12. C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.

6.1.12. C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12. D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.4 Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Computer Science & Design Thinking *(CS & DT)***:**

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints

Interdisciplinary Connections

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL)*

N/A

Holocaust & Amistad: *(ELA & SS ONLY)*

N/A

Unit Essential Questions:	**Unit Enduring Understandings:**
Is Sociology a science? Why should we study society? How does one learn to become a contributing member of society? How can society be viewed through various theoretical perspectives? Why is developing sociological imagination important in the study of sociology?	Sociology is the study of the patterned interaction of people in social relationships. Sociologists view the world through the sociological perspective which focuses on the behavior of groups rather than individuals. The application of sociological thinking skills and knowledge has relevance and impact on the lives of individuals and the world in which they live

Students will know:	**Students will be able to:**
The two uses of the sociological perspective. A working definition of sociology that has personal application. The contributions of the major pioneers of sociology. The development of sociology in the United States. The three major theoretical perspectives in sociology today. Vocabulary: Emily Durkheim, Harriet Martineau, Herbert Spencer, Jane Addams, Karl Marx, Max Weber, Sociological Perspective, Social Phenomenon, Social Interaction, Function, Dysfunction, Latent Function, Manifest Function, Sociological Imagination, Verteschen, Microsociology, Macrosociology, Functionalist Theory, Conflict Theory Symbolic Interactionism Theory, Symbolic Interaction, Social Darwinism	Understand two uses of the sociological perspective. Develop a working definition of sociology that has personal application. Outline the contributions of the major pioneers of sociology. Summarize the development of sociology in the United States. Identify the three major theoretical perspectives in sociology today. Utilize the vocabulary in writing and discussions.

Stage 2 Assessment Evidence

Summative Assessments:
Unit 1 Summative Assessment

Formative Assessments:
Around the World Projects
Coat of Arms Project

Facebook page and Twitter project
Vocabulary Quiz

Common Benchmark Assessments:
Unit 1 Summative Assessment

Alternative Assessments: .
Create a poster, collage, or media presentation that explores fashion trends through various decades and examine how things have changed and remained the same, and formulate conclusions on why there are similarities and differences.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
6.1.12. B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.	• Students will construct a detailed Itinerary of an Around the World trip. Students will investigate foreign cultures/customs/values/holidays/norms. • Create a graphic organizer that illustrates the similarities and differences of the social sciences	2 blocks

6.1.12. D.16.c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.	• Personal Project: personal coat of arms that identifies how one is affected by society	3 blocks
6.1.12. C.16.a	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.	• In cooperative groups, develop visual representations of the three theoretical perspectives Utilize knowledge gained to compare and contrast the three perspectives	2 blocks
6.1.12. D.16.a	Analyze the impact of American culture on other world cultures from multiple perspectives.	• Create a Facebook page and Twitter account for one of the founding sociologists. Use all relevant information for the biography and create #'s for important information to know • Examine ways behavior is influenced by others using television shows. • Apply sociological terms and theories as it relates to television shows. • Use content analysis to form conclusions about American television's content.	4 blocks

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
The Real World: An Introduction to Sociology Edition 1 • Chapter 1 • Chromebooks • Document Camera • Google Slides	Scaffolded texts and ELL texts online Writing prompts with leveled questions

• Google Docs • Selected Articles • Video Clips • Graphic Organizers	Major/minor assessments with reduced multiple choice options Study and review guides provided in advance Scaffolding provided for writing prompts and graphic organizer Leveled texts for online and print articles

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory for*mats*
  - *The Real World: An Introduction to Sociology* Edition 1 *text and online*
- *Use of assisted technology*
  - *The Real World: An Introduction to Sociology* Edition 1 *online*
- Use of prompts
  - *Compare and contrast historical and theoretical perspectives*
  - *Perspectives graphic organize*
- Modification of content and student products
  - *Personal Project: personal coat of arms*
- Testing accommodations
  - *Unit 1 Common Assessment*
- Authentic assessments
  - *Personal Project: personal coat of arms*

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Inquiry-based instruction
    - *Facebook and Twitter Projects*
- Independent study
    - *Around the World Itinerary*
- Higher-order thinking skills
    - *Compare and Contrast*
    - *Analyzing primary sources*
- Interest-based content
    - *Around the World Itinerary*

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Visual learning, including graphic organizers
    - *CHIPPOChart*
    - *PECS Chart*
- Teacher modeling
    - *Vocabulary*
- Pairing students with beginning English language skills with students who have more advanced English language skills
    - *Google Translate*
- Scaffolding
    - *Utilize The Real World text online. Chapter 1*
- Sentence frames
    - Sentence starters for document based writing (when needed)
- Think-pair-share
    - *Turn and Talk in class*
- Cooperative learning groups
    - *Cooperative Group Project Three Perspectives*

Stage 1 Desired Results

Unit Title #: Unit 2: Socializing the Individual in Society

Unit Summary: Socialization is viewed differently based on the sociological perspective to which an individual adheres. Individuals are socialized through various agents. Individuals may be socialized through a number of processes.

Unit Learning Targets

NJSLS Standards:

6.1.12. D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.2.12. D.3.b Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.

6.2.12. D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

6.2.12. D.3.b Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.4 Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Computer Science & Design Thinking *(CS & DT)***:**

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints

Interdisciplinary Connections ELA, Math, VPA,

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem**.**
WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL)*
N/A

Holocaust & Amistad: *(ELA & SS ONLY)*
N/A

Unit Essential Questions:	**Unit Enduring Understandings:**
How do rules and norms affect the forming of roles and groups?	Individuals develop relationships within the context of a culture, and in turn, their actions influence that culture.
How do we develop a sense of self?	Socialization is a result of the impact of family, school, peer groups, and mass media on the individual.
Are we a product of nature or nurture?	Individuals are affected by different social groups to which they belong.

Is context important?	Context is incredibly important in determine the characteristics of society.
Students will know: The difference between nature versus nurture. How context is necessary to understanding behavior. How humans interact in a variety of social settings. The cultural patterns of the behavior within such social groups as rural/urban or rich/poor. Vocabulary: Culture, Material Culture, Non-Material Culture, Jane Goodall, George Murdock, Margaret Mead, Cultural Universals, . Language, Norms, Folkways, Mores, Laws, Values, Symbols, Cultural Pattern, Cultural Complex, Cultural Trait, Ethnocentrism, Society, Technology, Cultural Relativism, Subculture, Counterculture, Arapesh, Mundugumor, Internalization, Sanctions, Positive Sanction, Negative Sanction, Formal Sanction, Informal Sanction, Social Control, Ideology, Social Movement, Diffusion, Cultural Lag, Robin M. Williams	**Students will be able to:** Debate nature versus nurture. View context as necessary to understanding behavior. Discuss how humans interact in a variety of social settings. Determine cultural patterns of the behavior within such social groups as rural/urban or rich/poor. Utilize the vocabulary in writing and discussions.

Stage 2 Assessment Evidence

Summative Assessments:
Unit 2 Summative Assessment
Nature v. Nurture essay
Auction Project

Formative Assessments:
Research Food Project
Create New Student Handbook
Film/ TV Evalutions
Cultural Pamphlet
Debate Nature v. Nurture Participation
Collage American Culture Project
Vocabulary Quiz

Common Benchmark Assessments:
Unit 2 Summative Assessment

Alternative Assessments:
Independent Research Projects
Propaganda Campaigns
Surveys
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Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
6.1.12. D.16.c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.	• Class debate to discuss culture and cultural values. • Graphic organizer comparing and contrasting culture and cultural values. • Define culture and cultural values on the board. • Write a response essay "Are we a product of nature or nuture?" • Internet research to create pamphlet evaluating how values influence attitudes, behaviors, and perceptions of persons and groups	2 blocks
6.2.12. D.3.b	Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.	• Write a one page paper about an experience students had when they altered their behavior as a result of group pressure. • Independent research to explore what American Culture is by creating a project that reflects your view of the culture using material and non-material culture • Debate a ranking of the American Values forming an argument and providing reason to your list	3 blocks

		• Develop a propaganda campaign to urge fellow students to uphold one or more of the core American values. • Develop, administer, and analyze surveys of what the community considers to be the core values of American society Student Generated research • Have students read Body Rituals of the NACIREMA and guess who they really are, then have students write a descriptive essay about an American culture in a similar way to have students guess what they are talking about.	
6.2.12. D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.	• Research and create a collage showing various public opinion polls listed in the newspaper and magazine over a one week period • T chart to evaluate and apply sociological terms as they relate to literature, art, and media (television, films, and magazines) to Family Guy's Road Trip to Europe, Jane Goodall's Among the Wild Chimpanzees and Wild Chimpanzees, Taboo • Examine ways culture is transmitted through films Apply sociological terms and theories as it relates to	3 blocks

		films Bend it Like Beckham, My Big Fat Greek Wedding, or Something New • Examine ways culture is transmitted through television shows Apply sociological terms and theories as it relates to television shows Television Shows: The Big Bang Theory, Modern Family, Family Guy, Criminal Minds, Glee, Newsroom, Homeland, South Park, All in the Family, My-So-Called-Life, Walking Dead Values	
6.2.12. D.3.b	Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.	• In small groups design a system of social control to enforce the norm of students bringing all necessary materials to class. • Create collages to represent student's looking glass self, a visual representation of how we think others view us • Create a new student handbook with rules and the sanctions that should be used to enforce the rules • Investigate a country's food culture, and complete a guide exploring location, meal customs, and dietary staples. Present findings to the class and prepare a dish.	3 blocks

		• Class to complete a presentations guide and then a Venn diagram for the similarities and differences of food culture • Auction: 10 items are put up for bid in a silent auction. Each student will get $2500 to spend. Fill out bidding slips and decide which items to bid on. Students can put all their money on just a few items, or can spread it out over all 10. After, response of what does it show?	

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
The Real World: An Introduction to Sociology Edition 1 • Chapter 2 • Chromebooks • Document Camera • Google Slides • Google Docs • Selected Articles • Video Clips • Graphic Organizers	Scaffolded texts and ELL texts online Writing prompts with leveled questions Major/minor assessments with reduced multiple choice options Study and review guides provided in advance Scaffolding provided for writing prompts and graphic organizer Leveled texts for online and print articles

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory for*mats*
  - *The Real World: An Introduction to Sociology* Edition 1 Chapter 2 *text and online*
  - *Film and TV clips*
- *Use of assisted technology*
  - *The Real World: An Introduction to Sociology* Edition 1 *Chapter 2 online*
  - *Internet Research Projects*
- Use of prompts
  - *Compare and contrast nature v. nurturel perspectives*
  - *Perspectives graphic organizers*
- Modification of content and student products
  - *Choice in projects*
  - *Skeletal Outlines*
- Testing accommodations
  - *Unit 2 Common Assessment extended time and fewer choices*
- Authentic assessments
  - *Foood Research Project*
  - *Auction Project*
  - *Cultural Collage*

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Inquiry-based instruction
  - *Research Food Project*
  - *Create New Student Handbook*

- Independent study
  - *Independent Research Projects*
  - *Propaganda Campaigns*
  - *Survey*
- Higher-order thinking skills
  - *Compare and Contrast*
  - *Analyzing primary sources*
- Interest-based content
  - *Propaganda Campaigns*
  - *Survey*

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Visual learning, including graphic organizers
  - *Venn Diagram*
  - *T chart*
- Teacher modeling
  - *Vocabulary*
- Pairing students with beginning English language skills with students who have more advanced English language skills
  - *Google Translate*
- Scaffolding
  - *Utilize The Real World text online. Chapter 2*
- Sentence frames
  - Sentence starters for document based writing (when needed)
- Think-pair-share
  - *Turn and Talk in class*
- Cooperative learning groups
  - *Cooperative Group Project Social Norms Control*

Stage 1 Desired Results

Unit Title #: Unit 3: The American Family: An Evolution in Progress

Unit Summary: Family life is impacted by a variety of social issues: divorce, violence, gay marriage, blended families, etc.

Unit Learning Targets

NJSLS Standards:

6.1.12. C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12. D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

6.1.12. D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.2.12. D.3.b Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.

6.2.12. D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

6.2.12. D.3.b Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.4 Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Computer Science & Design Thinking *(CS & DT)***:**

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints

Interdisciplinary Connections ELA, Math, VPA,

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem**.**
WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL)*
N/A

Holocaust & Amistad: *(ELA & SS ONLY)*
N/A

Unit Essential Questions:	**Unit Enduring Understandings:**
Why do people form relationships? How does culture affect the institution of family? How has family structure changed over time? How does research on children reared in isolation indicate about the effects of the cultural environment on social and psychological development?	The study of human nature reveals the ideals, beliefs, values, and institutions of a culture. Familial, religious, educational, economic, and political institutions contribute to the transition of society's values. The family structure has developed and changed over time. Most social scientists today believe that both environment and heredity affect personality where the principal factors include

How have the agents of socialization influenced your lives, behaviors, and decisions? How are fairy tales used as agents of socialization? How is gender development learned through the socialization process, and how does culture influence gender identity?	heredity, birth order, parental characteristics, and cultural environment. Theorists agree that the self emerges through interaction with others. Fairy tales are used to transmit cultural values. The themes from fairy tales allow children to subconsciously learn what suitable behaviors are, and as children grow, so can the understanding of these stories. Gender identity is a part of the socialization process, and culture influences the expectations of each gender.
Students will know: The varying views of the family as proposed by the three major theoretical perspectives of sociology. How the structure of the American family has evolved over time. The impact of various social issues on family life (e.g. divorce, violence, gay marriage, blended families, etc). How studies of feral, isolated, and institutionalized children prove that social contact and interaction is essential for healthy human development. How socialization is not only critical to the development of the mind, but also to the development of emotions affecting not only how people express their emotions, but also what particular emotions they may feel.	**Students will be able to:** Compare and contrast the views of the family as proposed by the three major theoretical perspectives of sociology. Examine how the structure of the American family has evolved over time. Analyze the impact of various social issues on family life (e.g. divorce, violence, gay marriage, blended families, etc). Analyze how studies of feral, isolated, and institutionalized children prove that social contact and interaction is essential for healthy human development. Assess how socialization is not only critical to the development of the mind, but also to the development of emotions affecting not only how people express their emotions, but also what particular emotions they may feel.

The process gender socialization and how the family, media, and other agents of socialization teach children to act masculine or feminine based on their sex. Some of the "gender messages" in the family and mass media, and discuss how these messages may contribute to social inequality between men and women. The major agents of socialization in American society, and discuss and identify the manifest and latent functions each of these teach and influence people's attitudes, behaviors, and other orientations toward life. Vocabulary: peer groups, mass media, family, looking-glass self, I-self, me-self, self-concept, play stage, de-socialization, Social Structure, Status, Role, Ascribed Status, Achieved Status, Master Status, Reciprocal Roles, Role Expectations In-Group , Out-Group, Social Network, Weber's Model of Bureaucracies, Heredity, Personality, Instinct, Sociobiology, Aptitude, Birth Order, Feral Children, Genie, Socialization, Self	Analyze and describe gender socialization and how the family, media, and other agents of socialization teach children to act masculine or feminine based on their sex. Describe some of the "gender messages" in the family and mass media, and discuss how these messages may contribute to social inequality between men and women. List the major agents of socialization in American society, and discuss and identify the manifest and latent functions each of these teach and influence people's attitudes, behaviors, and other orientations toward life Utilize the vocabulary in writing and discussions.

Stage 2 Assessment Evidence

Summative Assessments:

Unit 3 Summative Assessment

Group Project: Future Job and Family

Formative Assessments:
Birth Order Project
American Family Group Project
Reaction Papers/Collages
Barbie Debate
Skits on American Family
Group Project: Future Job and Family
WHS Guide to Social Clubs
Comparison Charts

Common Benchmark Assessments:
Unit 3 Summative Assessment

Alternative Assessments:
Film Vocabualry Application
TV and Family Comparison Chart

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
6.1.12. D.16.a	Analyze the impact of American culture on other world cultures from multiple perspectives.	• Student-developed skits simulating various family issues and healthy ways to resolve them	2 blocks

	.	• Group project on American families: students investigate various family designs • Students will create a detailed power point of the evolution of the American Family from the 1950s to present.	
6.1.12. C.16.a	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations	• Create a Collage or a Reaction Paper to analyze how toys are used to construct gender. • Evaluate and apply sociological terms as they relate to literature, art, and media (television, films, and magazines) in Genie and Shrek 2. • Investigate personality traits of your birth order and astrological sign. Then create a T chart of characteristics you believe have and do not have according to the research. Justify if you "believe" what you've discovered.	2 blocks
6.1.12. D.16.c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.	• Internet Research & Debate: Would you buy your son a Barbie and let him play with that Barbie? • Collect Magazine pictures of achieved status and ascribed status. Use the pictures to write an comparison of how these statuses influence the behaviors of the person. • In small groups, interview a person working in the field you are interested in pursuing? Discuss with them the successes and hardships in pursuing the career and present to class.	2 blocks

		• Create a collage to represent student's looking-glass self, a visual representation of how we think others view us.	
6.2.12. D.3.b	Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.	• Reflection paper on What do you want to be when you grow? How can I get there and why do I want to get there? • Create a Guide to Surviving Wall High School and discuss and analyze the different groups and clubs a new student would need Investigate the various clubs and organizations at the high school	2 blocks
6.2.12. D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.	• Comparison Chart: Investigate the changing American family through television's eyes through case study and content analysis Leave it to Beaver, Lassie, Andy Griffith, Good Times, All in the Family, Donna Reed, Father Knows Best, The Brady Bunch, Full House, Good Times, Modern Family, The Osbournes, Keeping Up With the Kardashians, The Cosby Show, Family Matters, The Waltons • Examine Disney's role in socialization by analyzing a film and discussing the themes and lessons taught in the film. The Little Mermaid, Beauty and the Beast, Finding Nemo, The Lion King, Cinderella, Aladdin, Mulan, Sleeping Beauty, Snow White	3 blocks

		• Analyze how music used in films and television shows can be used to discover larger meanings Television Shows: The Big Bang Theory, Modern Family, Family Guy, Criminal Minds, Glee, Newsroom, Homeland, South Park, All in the Family, My-So-Called-Life, Walking Dead, House of Lies, House of Cards, The Waltons, Leave it to Beaver, The Brady Bunch, Law and Order, Law and Order: SVU, NCIS, The Middle, Full House, The Golden Girls, Taboo • Evaluate gender roles and stereotyping through the use of television. Have students view gender specific networks and identify the differences in advertising using ESPN, LIFETIME, and a graphic organizer. • Evaluate commercials and advertising used during the highest rated shows and the Super Bowl. What does it say about our culture, and what values is it trying to transmit? T chart to compare	

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
The Real World: An Introduction to Sociology Edition 1 • Chapter 3 • Chromebooks	Scaffolded texts and ELL texts online

• Document Camera • Google Slides • Google Docs • Selected Articles • Video Clips • Graphic Organizers	Writing prompts with leveled questions Major/minor assessments with reduced multiple choice options Study and review guides provided in advance Scaffolding provided for writing prompts and graphic organizer Leveled texts for online and print articles

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory for*mats*
  - *The Real World: An Introduction to Sociology* Edition 1 Chapter 3 *text and online*
  - *Film and TV clips*
- *Use of assisted technology*
  - *The Real World: An Introduction to Sociology* Edition 1 *Chapter 3 online*
  - *Internet Research Projects*
- Use of prompts
  - *Compare and contrast nature v. nurturel perspectives*
  - *Perspectives graphic organizers*
- Modification of content and student products
  - *Choice in projects*
  - *Skeletal Outlines*

- Testing accommodations
    - *Unit 3 Common Assessment extended time and fewer choices*
- Authentic assessments
    - *Birth Order Project*
    - *American Family Group Project*
    - *Group Project: Future Job and Family*
    - *WHS Guide to Social Clubs*

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Inquiry-based instruction
    - *Birth Order Project*
    - *American Family Group Project*
    - *Reaction Papers/Collages*
    - *Group Project: Future Job and Family*
    - *WHS Guide to Social Clubs*
    - *Comparison Charts*
- Independent study
    - *Independent Research Projects*
    - *Propaganda Campaigns*
    - *Barbie Debate*
- Higher-order thinking skills
    - *Compare and Contrast*
    - *Analyzing primary sources*
- Interest-based content
    - *Propaganda Campaigns*
    - *Survey*
    - *Birth Order Project*

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Visual learning, including graphic organizers
  - *Venn Diagram*
  - *T chart*
- Teacher modeling
  - *Vocabulary*
  - *Leading Skits*
- Pairing students with beginning English language skills with students who have more advanced English language skills
  - *Google Translate*
- Scaffolding
  - *Utilize The Real World text online. Chapter 3*
- Sentence frames
  - *Sentence starters for document based writing (when needed)*
- Think-pair-share
  - *Turn and Talk in class*
- Cooperative learning groups
  - *Cooperative Group Project Future Jobs and Family*

Stage 1 Desired Results

Unit Title #: Unit 4: Social Issues

Unit Summary: Sociologists use empirical research which may be qualitative or quantitative. When doing research sociologists follow the scientific method. Sociologists use a variety of methods including; participant observation, surveys, case studies, field studies, and experiments. Sociologists assume events occur for a reason according to causation.

Unit Learning Targets

NJSLS Standards:

6.1.12. C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.1.12. D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

6.1.12. D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.2.12. D.3.b Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.

6.2.12. D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

6.2.12. D.3.b Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.4 Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Computer Science & Design Thinking *(CS & DT)***:**

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints

Interdisciplinary Connections ELA, Math, VPA,

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL)*

N/A

Holocaust & Amistad: *(ELA & SS ONLY)*

N/A

Unit Essential Questions:	**Unit Enduring Understandings:**
What are the challenges of American society? What are the effects of power struggles on individuals in a society? Why do I research? What are the benefits of using multiple media to locate information? How do I know my information is reliable (accurate, unbiased, current, and appropriate)? How is deviance both positive and negative to society? How does the culture and time period dictate deviance? How does the Criminal Justice System have both positive and negative consequences? How do people become labeled as deviant?	Individuals are affected by environmental, economic, social, cultural, and civic concerns. The research process requires the use of a variety of resources to ensure validity. Interpreting and analyzing research results will answer a variety of questions. Organization is critical to the acquisition, application, and evaluation of information. Critical examination and evaluation of data is essential to making informed decisions. Deviance is anything that violates a norm. Culture and time period determine the level and degrees that deviance is perceived, expected, and accepted. Therefore, acts defined as deviant can constantly change.

How can being labeled a deviant affect a person's behaviors? How does television and film portray the positive and negative elements of deviance? How do we attempt to promote conformity in society?	There are positive social functions of deviance and they include clarifying norms, unifying the group, diffusing tension, promoting social change, and providing jobs. Every person will commit deviant acts over the course of their lives. Theorists believe there are different explanations on why deviance occurs in society. The Criminal Justice System's purpose includes retribution, deterrence, rehabilitation, and social protection. In the United States, we "typically" believe that there should be different punishments for people under the age of 18. Depending on the degree of the deviant act, it is not automatic that a minor will always be charged as a minor.
Students will know: The various sociological research methods. The difference of fact from opinion in data sources to analyze various points of view about a social issue. The changing points of view of social issues, such as poverty, crime, and discrimination. The various sociological research methods.	**Students will be able to:** Evaluate various sociological research methods. Distinguish fact from opinion in data sources to analyze various points of view about a social issue. Examine changing points of view of social issues, such as poverty, crime, and discrimination. Evaluate various sociological research methods. Analyze current social issues that are prevalent in American society.

The current social issues that are prevalent in American society. Various primary and secondary source documents about current social issues. How to gather data using a variety of resources. The nature of deviance and provide the social functions of deviance The different theories that have been proposed to explain deviance The different types of crimes in the United States The characteristics of the American Criminal Justice System, and judge the positives and negatives of the system A list of the ways deviance affects school, and how the deviance is both positive and negative. Vocabulary: Deviance, Norm, Stigma, Criminologists, Strain Theory, Robert K. Merton, Anomie, Merton's Modes of Adaptation, Richard Quinney, Conflict Theory as it relates to deviance, Control Theory , Travis Hirschi, Michael Gottfredson, Cultural Transmission Theory. Differential Association, Techniques of Neutralizatio	Examine primary and secondary source documents about current social issues. Gather data using a variety of resources. Outline and explain the nature of deviance and provide the social functions of deviance Compare and contrast the theories that have been proposed to explain deviance Identify, define, and explore the different types of crimes in the United States Explain the characteristics of the American Criminal Justice System, and judge the positives and negatives of the system Create a list of the ways deviance affects school, and how the deviance is both positive and negative. Utilize the vocabulary in writing and discussions.

Summative Assessments:
Unit 4 Summative Assessment
Controversial Issue Persuassive Writing
Group Project: PSA for Controveriasl Issue

Formative Assessments:
Project Research Celebrity Deviant
Social Deviants Group Project
Reaction Papers/Collages
Drinking Age Debate
Skits on Deviant Act
Comparison Charts
TV/Film Vocabualry Analysis

Common Benchmark Assessments:
Unit 4 Summative Assessment

Alternative Assessments:
Film Vocabualry Application
TV and Family Comparison Chart

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
6.1.12. D.16.a	Analyze the impact of American culture on other world cultures from multiple perspectives. .	• Persuasive writing on current social issues • In groups, develop a public service announcement about a current social issue • Research and discuss the major social issues that affect our society, follow up with a round table discussion • Create PPT presentations on a major social issue and the impact on society	2 blocks
6.1.12. C.16.a	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations	• Analyze how music used in films and television shows can be used to discover larger meanings • Television Shows: The Big Bang Theory, Modern Family, Family Guy, Criminal Minds, Glee, Newsroom, Homeland, South Park, All in the Family, My-So-Called-Life, Walking Dead, House of Lies, House of Cards, The Waltons, Leave it to Beaver, The Brady Bunch, Law and Order, Law and Order: SVU, NCIS, The Middle, Full House, The Golden Girls, Taboo	2 blocks
6.1.12. D.16.c	Determine past and present factors that led to the widening of the gap between	• Prepare a skit that gives a portrayal of a deviant act, and explain why you think it is deviant?	2 blocks

	the rich and poor, and evaluate how this has affected individuals and society.	• Guest speaker from police force to discuss issues and concerns SRO Officer	
6.2.12. D.3.b	Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.	• Pick a controversial topic or decision that the Supreme Court has ruled on and explain what the deviant act was and how it was resolved. Do you agree with the decision, why or why not? • Assess and debate the drinking age, the perception of the drinking age, and ways underage drinking can be anomie • Conduct research on an athlete or celebrity who's been arrested and convicted of a crime in the last 5 years. Apply one of the Theories of Deviance and present the findings to the class. The class can generate a list of similarities and differences between the acts of deviance • Municipal Court Research: Have students spend one night going to the township's municipal court and generate a list of the crimes, gender, and race of the accused. Reflect on what they see about the crimes committed in their community.	3 blocks
6.2.12. D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.	• Evaluate and apply sociological terms as they relate to literature, art, and media (television, films, and magazines) With Honors, Law and Order, Law and Order: SVU, Criminal Minds, Big Bang Theory, Modern Family • Debate the ratings system in television, films, internet, and video games and discuss what's best for what age?	2 blocks

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
The Real World: An Introduction to Sociology Edition 1 ● Chapter 4 ● Chromebooks ● Document Camera ● Google Slides ● Google Docs ● Selected Articles ● Video Clips ● Graphic Organizers	Scaffolded texts and ELL texts online Writing prompts with leveled questions Major/minor assessments with reduced multiple choice options Study and review guides provided in advance Scaffolding provided for writing prompts and graphic organizer Leveled texts for online and print articles

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: ***Specific examples applied to the unit*** ● Use of visual and multisensory for*mats* ○ *The Real World: An Introduction to Sociology* Edition 1 Chapter 4 *text and online* ○ *Film and TV clips* ● *Use of assisted technology*

- *The Real World: An Introduction to Sociology* Edition 1 *Chapter 4 online*
- *Internet Research Projects*

- Use of prompts
  - *Compare and contrast*
  - *Perspectives graphic organizers*
- Modification of content and student products
  - *Choice in projects*
  - *Skeletal Outlines*
- Testing accommodations
  - *Unit 4 Common Assessment extended time and fewer choices*
- Authentic assessments
  - *Social Deviants Group Project*
  - *Reaction Papers/Collages*
  - *Drinking Age Debate*
  - *Skits on Deviant Act*
  - *Comparison Charts*
  - *TV/Film Vocabualry Analysis*

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Inquiry-based instruction
  - *Project Research Celebrity Deviant*
- Independent study
  - *Independent Research Projects*
  - *Propaganda Campaigns*
  - *Drinking Age Debate*
- Higher-order thinking skills
  - *Compare and Contrast*
  - *Analyzing primary sources*

- Interest-based content
    - *Propaganda Campaigns*
    - *Survey*
    - *Social Deviants Group Project*

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Visual learning, including graphic organizers
    - *Venn Diagram*
    - *T chart*
- Teacher modeling
    - *Vocabulary*
    - *Leading Skits*
- Pairing students with beginning English language skills with students who have more advanced English language skills
    - *Google Translate*
- Scaffolding
    - *Utilize The Real World text online. Chapter 4*
- Sentence frames
    - *Sentence starters for document based writing (when needed)*
- Think-pair-share
    - *Turn and Talk in class*
- Cooperative learning groups
    - *Cooperative Group Project Social Deviants*
    - *Peer editing and review on writing prompts*