Social Studies Department
Sociology

Developed By: Jennifer Stine
Effective Date: Fall 2021/2

Scope and Sequence

Month	Unit Number	Unit Name
September	Unit 1	Introduction to Sociology & Sociological Perspectives
October	Unit 2	Culture
November	Unit 3	Socialization
December	Unit 4	Groups & Formal Organizations
January	Unit 5	Deviance
February	Unit 5 and Unit 6	Deviance and Social Class Inequality
March	Unit 6	Social Class Inequality
April	Unit 7	Race & Ethnicity
May	Unit 8 and Unit 9	Inequalities of Sex, Gender & Age and Family & Marriage
June	Unit 9	Family & Marriage

Unit 1
Introduction to Sociology & Sociological Perspectives
Summary and Rationale

Sociology is the study of society and the interactions between people and groups in society. Sociology emerged as a discipline in the early 19th century as a result of a changing and increasingly modernized world. Sociology has its roots in change and continues to be a highly relevant field of study in our rapidly changing society today. Sociology continues to be an essential discipline for understanding, as well as solving problems in our modern world.

This unit is important for providing students with a foundation for studying the discipline of sociology. Students will describe the development of sociology as a social science, by identifying methods and strategies of research and by examining the contributions of sociology to the understanding of social issues. Students will also learn about the fundamentals of sociology including the discipline's main perspectives, theories, and founding contributors. They will begin to develop their sociological imagination, which will assist them throughout their study of sociology. Methods of sociological research will be studied and used throughout the entire course.

Recommended Pacing
2-3 Weeks
Standards

NJSLS (SEE HERE)

6.1.12.EconEM.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
6.1.12.GeoHE.5.a	Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.EconEM.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

6.1.12.EconEM.10.a	Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
6.3.12	Active citizens in the 21st century: • Civic participation and deliberation are essential characteristics of productive citizenship • Governments around the world support universal human rights to varying degrees. • Global interconnections create complex spatial patterns at multiple scales that continue to change over time. • Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. • Historical sources and evidence provide an understanding of different points of view about historical events. • Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
ASA ([SEE HERE](#))	
1.1	Students will identify sociology as a scientific field of inquiry.
1.2	Students will compare and contrast the sociological perspective and how it differs from other social sciences.
1.3	Students will evaluate the strengths and weaknesses of the major methods of sociological research.
1.4	Students will identify, differentiate among, and apply a variety of sociological theories
CCSS-ELA - Reading [(SEE HERE)](#)	
CCSS.ELA-LITERACY.RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CCSS.ELA-LITERACY.RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CCSS.ELA-LITERACY.RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CCSS.ELA-LITERACY.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
CCSS.ELA-LITERACY.RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CCSS.ELA-LITERACY.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
CCSS.ELA-LITERACY.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

CCSS-ELA - Writing (SEE HERE)

CCSS.ELA-LITERACY.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-LITERACY.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Social Justice Standards (As Applicable) SEE HERE

DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.

Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Instructional Focus

Theme (If Applicable) →

Enduring Understandings:	Inquiry Question(s):
- Sociology influences our everyday life. - Humans create, sustain, and change society. - Sociology utilizes the same scientific method as all other sciences; sociologists work with data. - The theories and ideas of several individuals on human social behavior have shaped the field of sociology today and sociologists have different points of views concerning theories and methods. - The development of industrial and urban societies has influenced individuals to examine human social behavior in order to improve society	- Why should we study sociology? - How can examining human social behavior help improve the world in which we live? - What does it mean to have a sociological imagination? How can it be used as a tool? - In what ways are the origins of sociological thinking relevant and irrelevant today? - How do the three theoretical perspectives differ in terms of their levels of analysis? - How can society be viewed through various theoretical perspectives? - How do sociologists conduct sociological research and what methods do they employ?

Objectives (SLO)

Students will know:	Students will be able to:
- There are a number of sociological concepts that attempt to explain our behavior and experience as human beings. - Sociologists use various quantitative and qualitative research methods. - Sociology employs three major theoretical perspectives – functionalism, which focuses on order and stability; conflict, which focuses on power relations; and interactionism which focuses on how individuals interact with one another in everyday life. - Sociologists use several approaches to conduct research. Regardless of the approaches they use, all sociologists follow a seven-step research process. - Scientific and sociological research methods can be utilized to evaluate society and culture.	- Examine the contributions of leading theorists/founders within the field of sociology. - Explain what is meant by the broader social context that underlies human behavior, and how, and why sociologists study their broader social contexts. - Identify the three major theoretical perspectives and describe the particular characteristics, viewpoints, and concerns that are associated within each of these. - Discuss the social changes- and the changing social conditions- that fostered the development of sociology as a distinct academic discipline in the early 19th century. - Differentiate between the three major sociological perspectives. - Evaluate the different methods of research. - Explain the scientific method and how it applies to sociological research.

	● Identify, evaluate, and utilize appropriate social science resources.

Assessment

- Tests/Quizzes
- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- Founding Sociologists Resume

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

- Independent student led research and presentation
- Student group led research and presentation
- What is Sociology? Reading.docx
- Copy of 3 - Crash Course Sociology E#3 Sociology and The Scientific Method Questions .docx
- Copy of 4 - Crash Course Sociology E#4 Sociology Research Methods Questions .docx

Resources (ie - DBQ Project or specific textbooks or databases):

- NHS subscription databases, such as Gale Group, ABC-CLIO, JSTOR, etc.
- Infobase, Swank

Technology Tools:
- Chromebooks
- Overhead Projectors

Tier 1 Modifications and Accommodations
Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.

General Modifications for students struggling to learn:

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

MLL:

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented
Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504/Special Education -
Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Preferential Seating
- Assignments in electronic format
- Individualized instruction
- Use High Interest materials
- Modeling
- Provide Immediate Feedback
- Relate learning to real life situations when possible
- Use proximity changes about the room to keep students focused

- Offer a printed copy or copy of teacher notes
- Allow for spelling and grammar errors
- Offer individual help throughout the lesson
- Differentiated Instruction/Readings
- Speech to Text
- Modified Readings and Primary Source documents

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:
- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: https://www.nj.gov/education/standards/clicks/

Unit 2

Culture

Summary and Rationale

Culture consists of many different aspects including values, customs, beliefs, and physical objects that are passed from generation to generation through members of a society or group. It defines how people in a society behave in relation to others and to physical objects. Human social behavior is learned and the medium for transmitting and teaching culture is language. Members of a society learn their culture's norms, values, beliefs and material from other society members. Over time, cultures change either through discovery, invention and/or diffusion. By studying culture we come to understand how the world interacts and evolves.

This unit is important for providing students with the understanding of behavioral connections around the world. It helps to determine what binds us together in groups and what does not. This unit will explore and examine the development of cultures within various societies around the world. The similarities and differences between cultures have contributed to both universal understanding and ethnocentrism. Students will evaluate and discuss whether American culture exists, and if globalization is contributing to the development of a global culture.
Students will also examine the influence of culture on the individual and the way cultural transmission is accomplished. They will study the way culture defines how people in a society behave in relation to groups and to

physical objects. They will also learn that human behavior is learned within the society. Through the culture, individuals learn the relationships, structures, patterns and processes to be members of the society.

Recommended Pacing
3-4 Weeks

Standards

6.1.12.HistoryCA.5.a	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistoryCC.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
6.3.12	Active citizens in the 21st century: ● Civic participation and deliberation are essential characteristics of productive citizenship ● Governments around the world support universal human rights to varying degrees. ● Global interconnections create complex spatial patterns at multiple scales that continue to change over time. ● Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. ● Historical sources and evidence provide an understanding of different points of view about historical events. ● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

ASA ([SEE HERE](#))	
2.1	Students will describe the components of culture.
2.2	Students will analyze how culture influences individuals, including themselves.
2.4	Students will assess how social institutions and cultures change and evolve.

CCSS-ELA - Reading [(SEE HERE)](#)	
CCSS.ELA-LITERACY.RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CCSS.ELA-LITERACY.RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
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CCSS.ELA-LITERACY.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Social Justice Standards (As Applicable) SEE HERE	
ID.9-12.2	I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way
DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.

Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Instructional Focus

Theme (If Applicable) →	

Enduring Understandings:	Inquiry Question(s):
- Culture defines the values, beliefs and norms that shape individual and group behavior. - Culture defines how people behave in relation to groups and physical objects. - Human behavior is learned within society. - Through culture, individuals learn the norms associated with relationships, structures, patterns, and processes necessary to become a member of mainstream society.	- How can studying interactions between people help us understand the world? - What are the essential components of culture and are they universal? - Why should we study other cultures and what does it teach us? - In what ways is a society's culture a social construction? - How do group norms, values, and beliefs, shape human behavior? How are they reinforced? - Why is it important to recognize cultural universals and to appreciate diversity? - What role does ethnocentrism play in society?

Objectives (SLO)

Students will know:	Students will be able to:
- Influence of culture on individuals. - Societal behaviors related to groups. - Culture is a learned behavior and influences how we interact in society. - Humans create and transmit culture through symbols of language. - Various components make up culture. - Sanctions are used to get people to conform to societal norms, values, and beliefs. - Understanding cultural similarities allows members of society to be tolerant of our diversity. - Subcultures and countercultures exist within cultures.	- Define culture, discuss its effects, and differentiate between its material and nonmaterial components. - Know what is meant by culture shock, provide examples of situations that may result in culture shock, and explain how cultural shock forces people to challenge their own cultural assumptions. - Understand the difference between ethnocentrism and cultural relativism, and the positive and negative aspects of each. - Explain why language is the basis of human culture and essential for cultural development. - Provide examples of how language not only reflects and expresses thinking, perceptions, and experience, but also shapes and influences them. - Compare and contrast norms from around the world. - Define values, norms, sanctions, folkways, mores, and taboos; provide examples of each and discuss their sociological significance. - Analyze folkways, mores, taboos, and laws and evaluate the consequences for each. - Compare and contrast sanctions for different behaviors. - Identify and apply the components (material and nonmaterial) of culture to mainstream America. - Identify, evaluate, and utilize appropriate social science resources.

Assessment

- Tests/Quizzes
- Exit Tickets
- Objective Assessments
- Written Responses

- Round Table Discussions
- Student Presentations
- Culture Around the World Research Project
- Nacirema Narrative Creation
- American Values Poster
- Breaking Social Norms Experiment

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

- Independent student led research and presentation
- Student group led research and presentation
- Nacirema
- What is Culture?
- Sapir-Whorf Hypothesis
- McDonaldization of Society

Resources (ie - DBQ Project or specific textbooks or databases):

- NHS subscription databases, such as Gale Group, ABC-CLIO, JSTOR, etc.
- Infobase, Swank

Technology Tools:
- Chromebooks
- Overhead Projectors
- Use of appropriate online resources
- Use of presentation technology
- Online collaboration during conduct of inquiries
- Digital mapping relevant available historical data to identify patterns and issues.

Tier 1 Modifications and Accommodations
Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.

General Modifications for students struggling to learn:

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
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- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented
Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504/Special Education -
Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:
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- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Preferential Seating
- Assignments in electronic format
- Individualized instruction
- Use High Interest materials
- Modeling
- Provide Immediate Feedback
- Relate learning to real life situations when possible
- Use proximity changes about the room to keep students focused
- Offer a printed copy or copy of teacher notes
- Allow for spelling and grammar errors
- Offer individual help throughout the lesson
- Differentiated Instruction/Readings
- Speech to Text
- Modified Readings and Primary Source documents

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:
- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: https://www.nj.gov/education/standards/clicks/

Unit 3
Socialization
Summary and Rationale

Socialization is the process by which individuals learn their culture and acquire a personal identity based on the norms, values, and beliefs taught to them by members of their society. This process begins in the first days of a child's life and continues throughout a person's life. Socialization is essential to becoming a functional member of society. When a person is deprived of socialization from a young age, for example, extreme isolation, this person would lack the ability to communicate and participate in their society. Socialization continues throughout life as we adjust to new social situations and social groups. The process of socialization helps a culture to pass on its norms, values, and beliefs to new members. Socialization also acts to help bind members of a society together by preparing people to participate in a social group with similar values and norms, perform certain roles within society, and cultivating shared sources of meaning and value. Understanding the process of socialization helps us to understand sociology as a whole, and why we study the interactions and collective behavior of social groups.

This unit is important for providing students with an understanding of the development of the individual in society and how society shapes the individual. We develop our sense of "self" from these interactions with others in society. Students will examine and debate whether actions of humans are more driven by nature or from learned experiences. To do this students will interpret various sociological theories on the nature vs. nurture debate. They will investigate case studies of feral children and interpret how the experiences of these children give insight into what occurs naturally in humans and what is taught. During this unit, students will examine how society influences the development of adolescents and continues to influence through adulthood. Particular emphasis will be put on studying agents of

socialization such as family, peer groups, schools, and mass media and how each influences the development of "the self" in society.

Recommended Pacing
3-4 Weeks

Standards	
NJSLS (SEE HERE)	
6.1.12.HistoryCC.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
6.1.12.EconNE.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.3.12	Active citizens in the 21st century: ● Civic participation and deliberation are essential characteristics of productive citizenship ● Governments around the world support universal human rights to varying degrees. ● Global interconnections create complex spatial patterns at multiple scales that continue to change over time. ● Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. ● Historical sources and evidence provide an understanding of different points of view about historical events. ● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
ASA (SEE HERE)	
2.3	Students will evaluate important social institutions and how they respond to social needs.
3.1	Students will describe the process of socialization across the life course.
3.2	Students will explain the process of the social construction of the self.

CCSS-ELA - Reading

CCSS.ELA-LITERACY.RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CCSS.ELA-LITERACY.RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CCSS.ELA-LITERACY.RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CCSS.ELA-LITERACY.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
CCSS.ELA-LITERACY.RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CCSS.ELA-LITERACY.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CCSS.ELA-LITERACY.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
CCSS.ELA-LITERACY.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

CCSS-ELA - Writing

CCSS.ELA-LITERACY.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.1.E	Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Social Justice Standards (As Applicable) SEE HERE	
DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.

Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Instructional Focus

Theme (If Applicable) →

Enduring Understandings:	Inquiry Question(s):
● Socialization is a lifelong process, which affects our identity and outlook on the world we live in, which in turn influences our social interactions. ● Although the nature versus nurture debate has raged for decades, most social scientists believe a blend of the two influences personality. ● Adolescence is a time of great change and an important transition to adulthood. ● Adolescence experience is not universal. ● Men and women progress through adult development in different ways.	● How can studying interactions between people help us understand human behavior? ● How does sociology help explain human development? ● Are people products of their society? ● How does the argument of nature vs. nurture affect the development of one's personality? ● What aspects of "being human" are learned behaviors? ● What are the ramifications if an individual is not socialized? ● How do agents of socialization shape the individual's development? ● How do social groups influence an individual's sense of self (formally and informally)?

	● How and why is adolescence a period of development and how does it compare to the periods of childhood and adulthood? ● What does it mean to be resocialized and what examples exist showing this process?

Objectives (SLO)

Students will know: ● Socialization is how people participate in a group. ● Socialization is necessary for understanding proper societal norms, values, and beliefs. ● Socialization influences include family, schools, peer groups, and mass media (agents of socialization). ● Socialization is a lifelong process that encompasses multiple stages in a person's life. ● Socialization changes as we move through different stages of life. ● Both nature and nurture affect one's personality (ex. Birth order, cultural environment, parental characteristics etc.) ● Extreme isolation severely affects the development of children.	Students will be able to: ● Explain why socialization is a lifelong process and summarize the needs, expectations, and responsibilities that typically accompany different stages of life. ● Describe the effects of extreme isolation on children and development. ● Compare and contrast Locke, Cooley, and Mead's theories of personality. ● Analyze the role and influence that family, peers, school, and media have in socializing the individual. ● Interpret and analyze the nature vs. nurture debate. ● Explain how the social environment influences personality and the sense of "self". ● Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial. ● Research and explain instances of resocialization in adult years. ● Explain how the concept of adolescents has developed as a distinct stage of the life cycle in the United States. ● Analyze how adult male and females develop differently throughout the life cycle.

Assessment

- Tests/Quizzes
- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- Isolated Children Essay
- Agents of Socialization Project

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

- Independent student led research and presentation
- Student group led research and presentation
- *Genie the Wild Child* NOVA Documentary
- Stanford Prison Experiment Documentary
- Agents of Socialization Assessment
- [Looking Glass Self](#)
- [Extreme Isolation](#)
- [National Television Violence](#)
- [Online Socialization](#)
- [Surviving a POW camp](#)
- Nature vs. Nurture:
    - [Sources of human psychological differences](#)
    - [Genetic correlates of musical pitch recognition in humans](#)
    - [Happy Families: a twin study of humour.](#)

Resources (ie - DBQ Project or specific textbooks or databases):

- NHS subscription databases, such as Gale Group, ABC-CLIO, JSTOR, etc.
- Infobase, Swank

Technology Tools:
- Chromebooks
- Overhead Projectors
- Use of appropriate online resources
- Use of presentation technology
- Online collaboration during conduct of inquiries
- Digital mapping relevant available historical data to identify patterns and issues.

Tier 1 Modifications and Accommodations
Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.

General Modifications for students struggling to learn:

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

MLL:

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.

- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented
Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504/Special Education -
Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:
- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Preferential Seating
- Assignments in electronic format
- Individualized instruction
- Use High Interest materials
- Modeling
- Provide Immediate Feedback
- Relate learning to real life situations when possible
- Use proximity changes about the room to keep students focused
- Offer a printed copy or copy of teacher notes
- Allow for spelling and grammar errors
- Offer individual help throughout the lesson
- Differentiated Instruction/Readings
- Speech to Text
- Modified Readings and Primary Source documents

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:
- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: https://www.nj.gov/education/standards/clicks/

Unit 4
Social Groups & Formal Organizations
Summary and Rationale
Sociology is a discipline that studies and deals with social groups, therefore it is essential to understand the role and the importance of social groups in various aspects of life and society. Social groups are a fundamental factor in societies and a society cannot function without social groups. The importance of social groups becomes clearer when we remember that human personality develops in social groups; the whole process of socialization passes through social groups. As societies become larger and more complex the need for efficiency and organization develops. The development of formal organization allows for complex societies to accomplish their necessary tasks in the most efficient way possible. Although formal organizations can vary in their specific purpose or goal, all serve to achieve a specific goal. Members of a society join in these organizations to share a sense of unity and purpose. These formal organizations are governed by clearly stated and enforced norms. Social groups and formal organizations are essential for the functioning of society. This unit is important for providing students with the understanding of interactions of people within groups and interactions between groups. Students will explore the impacts of social groups on both individual and group behavior. They will understand that social groups are composed of people who share some common characteristics, such as common interests, beliefs, behaviors, feelings, thoughts, and contact with each other. Students will identify the effects of social institutions on individual and group behavior. They will understand that social institutions are the social groups in which an individual participates, and that these institutions influence the development of the individual through the socialization process.
Recommended Pacing
3-4 Weeks

Standards	
NJSLS (SEE HERE)	
6.1.12.CivicsDP.7.a	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights
6.1.12.EconNE.9.a	Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).
6.1.12.EconNE.9.c	Explain how the government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
6.1.12.EconNE.9.d	Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
6.1.12.CivicsDP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
6.1.12.HistoryCC.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6.1.12.EconNE.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society
6.3.12	Active citizens in the 21st century: ● Civic participation and deliberation are essential characteristics of productive citizenship ● Governments around the world support universal human rights to varying degrees. ● Global interconnections create complex spatial patterns at multiple scales that continue to change over time. ● Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. ● Historical sources and evidence provide an understanding of different points of view about historical events. ● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
ASA (SEE HERE)	
3.3	Students will examine the social construction of groups and their impact on the life chances of individuals.
4.2.3	Students will analyze the effects of inter- and intra-group conflict on groups and individuals.
4.3.1	Students will explain the distribution of power through social institutions

CCSS-ELA - Reading (SEE HERE)	
CCSS.ELA-LITERACY.RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
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CCSS.ELA-LITERACY.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
CCSS-ELA - Writing (SEE HERE)	
CCSS.ELA-LITERACY.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Instructional Focus

Theme (If Applicable) →

Enduring Understandings:	Inquiry Question(s):
● Status and roles influence an individual or groups' position, power, rights and obligations within society ● Social institutions are formal groups that influence the socialization of the individual through participation. ● Social institutions are designed to facilitate a stable society. ● Society is built upon the foundation of groups and organizations which function interdependently. ● Social groups are composed of people who share some similar characteristics, such as common interests, beliefs, behavior, emotions, perspectives, purpose and time with each other. ● Groups help to socialize the individual and its members by sharing common goals and characteristics.	● What is an individual's role in society? ● Why do individuals conform to behaviors in a group that one might not perform as an individual? ● Does a society need organized social institutions to survive? ● What basic societal needs are served by formal organizations? ● What influences do status and roles have on individual or group behavior? ● How do social institutions influence society and people? ● How is society divided into groups, and how do these groups work together for the betterment of society? ● Why is cooperation important for society? ● How do postindustrial societies, industrial societies, and pre-industrial societies differ? ● What are the main functions of groups?

- Groups are the foundation of social life and they differ in terms of size, organization and purpose. Groups also perform many important functions in society.
- Social institutions are systems that are organized to satisfy one or more of the basic societal needs.

- How do sociologists view formal organizations?

Objectives (SLO)

Students will know:
- Social structure is the pattern of social relationships within groups; every relationship comes with various roles and statues.
- Progress from pre-industrial to industrial to post-industrial society meets the basic needs of the people as seen fit.
- The most common types of social interaction are exchange, competition, conflict, cooperation, and accommodation.
- Society is built upon the foundation of groups and organizations which function interdependently.
- Various groups exist within society, each with a specific function.
- Social groups and formal organizations are essential for the functioning of society.

Students will be able to:
- Analyze the effects of social institutions on individual and group behavior.
- Identify major characteristics of primary and secondary social groups.
- Compare and contrast types of statues and apply the type to authentic situations.
- Explain the functions of a group and how a leader's style can affect the group's behavior.
- Analyze different types of leaders and apply past and present leaders to each type.
- Identify groups and organizations that exist within a society and determine their impact and effect on the population.
- Explain the role of formal organizations in society.
- Evaluate the effectiveness of bureaucracies.

Assessment

- Tests/Quizzes
- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- Jonestown Reaction
- Kitty Genovese Reaction
- Mean Girls Assessment

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

- Independent student led research and presentation
- Student group led research and presentation

- Jonestown Documentary
- [Conquering Cliques](#)
- [Group Dynamics](#)
- [Groupthink](#)
- [Killing of Kitty Genovese](#)
- *Mean Girls* Film

Resources (ie - DBQ Project or specific textbooks or databases):

- NHS subscription databases, such as Gale Group, ABC-CLIO, JSTOR, etc.
- Infobase, Swank

Technology Tools:
- Chromebooks
- Overhead Projectors
- Use of appropriate online resources
- Use of presentation technology
- Online collaboration during conduct of inquiries
- Digital mapping relevant available historical data to identify patterns and issues.

Tier 1 Modifications and Accommodations
Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

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- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented
Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
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- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
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504/Special Education -
Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:
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- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Preferential Seating
- Assignments in electronic format
- Individualized instruction
- Use High Interest materials
- Modeling
- Provide Immediate Feedback
- Relate learning to real life situations when possible
- Use proximity changes about the room to keep students focused
- Offer a printed copy or copy of teacher notes
- Allow for spelling and grammar errors
- Offer individual help throughout the lesson
- Differentiated Instruction/Readings
- Speech to Text
- Modified Readings and Primary Source documents

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:
- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals

- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: https://www.nj.gov/education/standards/clicks/

Unit 5
Deviance & Social Control
Summary and Rationale
Deviance and crime are everyday events in modern society. This unit covers a broad overview of the major theories and approaches to the study of deviance, social control, and crime. Students learn that deviance occurs when a person's behavior violates the norms of society, though what is considered deviant varies from culture to culture. Students will examine ways in which society determines and reacts to deviance. They will study the idea that societies use both internal and external social controls to control the behaviors of society members through positive and negative sanctions. Students will also research current crime trends in America and the factors that contribute to these trends. Students will evaluate deviance and crime in light of the American justice system to help determine how this social institution acts as an agent of social control.
Recommended Pacing
4-5 Weeks
Standards
NJSLS (SEE HERE)

6.1.12.CivicsHR.11.b	Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.CivicsPD.14.a	Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

6.3.12	Active citizens in the 21st century:
	● Civic participation and deliberation are essential characteristics of productive citizenship
	● Governments around the world support universal human rights to varying degrees.
	● Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
	● Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.
	● Historical sources and evidence provide an understanding of different points of view about historical events.
	● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
ASA (SEE HERE)	
2.3	Students will evaluate important social institutions and how they respond to social needs.
2.4	Students will assess how social institutions and cultures change and evolve.
3.1	Students will describe the process of socialization across the life course.
3.1.2	Students will analyze the process of socialization as it relates to deviance and conformity in society.
3.2	Students will explain the process of the social construction of the self.
3.3	Students will examine the social construction of groups and their impact on the life chances of individuals.
4.1	Students will identify common patterns of social inequality.
4.2	Students will analyze the effects of social inequality on groups and individuals.
CCSS-ELA - Reading (SEE HERE)	
CCSS.ELA-LITERACY.RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CCSS.ELA-LITERACY.RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
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CCSS.ELA-LITERACY.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

CCSS-ELA - Writing (SEE HERE)

CCSS.ELA-LITERACY.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-LITERACY.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Social Justice Standards (As Applicable) SEE HERE

DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and

	understanding, regardless of our similarities or differences.
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Instructional Focus

Theme (If Applicable) →

Enduring Understandings:	Inquiry Question(s):
- Sociology is the study of the development, structure and functioning of society. - Deviance is a violation of societal norms. - Deviance can be used to define norms and values. - Deviance is a social construction. - While against the basic ideas of social control, conflict and crime can build stronger societies and generate a stronger sense of norms and values.	- What is the role of conflict in society? Is conflict inevitable? - What is deviance and how do deviants fit into society? - How is deviance a social construct? - What is the role of social controls in managing deviance in society? - How do sociological theories explain deviant behavior? - Why do people commit crimes? - What are the types of crime in the United States and what is the function of our criminal justice system? - What roles does deviance play in modern society?

Objectives (SLO)

Students will know:	Students will be able to:
- Social deviance is socially constructed. - Deviance can be both functional and dysfunctional. - Societies work to control or minimize deviance and crime. - Several theories have been proposed to explain deviance.	- Define what is meant by deviance. - Differentiate between deviance and crime. - Define social control and explain the major types of social control. - Explain and differentiate between the varying levels of deviance. - Differentiate the major perspectives and theories of deviance. - Explain how the definition of deviance is relative to time, place, situation, and culture. - Assess the effects of various policies and laws relating to deviance and social control.

- Analyze the function of social institutions as agents of social control.
- Discuss the various types of crime that impact America and the role of the criminal justice system in combating crime.
- Research current crime trends in America.
- Conduct sociological research on a topic of their choosing.

Assessment

- Tests/Quizzes
- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- Deviant Subgroup Project
- Crime & Deviance Tic-Tac-Toe Research Project
- Crime Articles Assessment
- Oral discussions on various theories of deviance (Labeling Theory, Control Theory, etc.)

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

- Independent student led research and presentation
- Student group led research and presentation
- FBI Database
- Uniform Crime Reporting Statistics
- United States Census
- National and Local Crime Databases
- Newspapers
- [The Truth About Cults](#)
- [Torture of Solitary](#) by Stephanie Elizondo Griest
- [Economist's Guide to Crime Busting](#) by Philip J. Cook and Jens Ludwig
- [Beyond the Prison Bubble](#) by Joan Petersilia
- [Hit Man](#) by Ken Levi
- [Saints and Roughnecks](#) by WJ Chambliss
- *The Outsiders* by S.E. Hinton

Resources (ie - DBQ Project or specific textbooks or databases):

- NHS subscription databases, such as Gale Group, ABC-CLIO, JSTOR, etc.
- Infobase, Swank

Technology Tools:

- Chromebooks
- Overhead Projectors
- Use of appropriate online resources
- Use of presentation technology
- Online collaboration during conduct of inquiries
- Digital mapping relevant available historical data to identify patterns and issues.

Tier 1 Modifications and Accommodations
Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.

General Modifications for students struggling to learn:

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

MLL:

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented
Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504/Special Education -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Preferential Seating
- Assignments in electronic format
- Individualized instruction
- Use High Interest materials
- Modeling
- Provide Immediate Feedback
- Relate learning to real life situations when possible
- Use proximity changes about the room to keep students focused
- Offer a printed copy or copy of teacher notes
- Allow for spelling and grammar errors
- Offer individual help throughout the lesson
- Differentiated Instruction/Readings
- Speech to Text
- Modified Readings and Primary Source documents

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: https://www.nj.gov/education/standards/clicks/

Unit 6

Social Class Inequality

Summary and Rationale	
Students learn about social stratification, class, and poverty in society. Students are aware of and deeply affected by these issues. They will find that equality and social mobility are not as widespread in society as they might have imagined. In reality, great wealth, power, and prestige are enjoyed by only a small percentage of the American population. Through the study of social stratification students will look in depth at the distribution of wealth across America and how poverty has an significant effect on the overall well being of American society. Students will study different aspects of poverty by looking at different factors that contribute to both short-term and long-term poverty and how poverty can cycle to future generations.	

Recommended Pacing	
3-4 Weeks	

Standards	

NJSLS (SEE HERE)

6.1.12.HistoryCC.5.a	Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.
6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.HistoryCA.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
6.1.12.EconNE.9.a	Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).
6.1.12.EconNE.9.c	Explain how the government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.EconEM.10.a	Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
6.1.12.CivicsHR.11.b	Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
6.1.12.EconEM.12.a	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

6.1.12.EconNE.13.b	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
6.1.12.CivicsPD.14.a	Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
6.1.12.EconET.14.b	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the workforce), and government and consumer debt and their impact on society.
6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.1.12.HistoryCC.15.b	Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
6.1.12.HistoryCC.15.c	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
6.3.12	Active citizens in the 21st century: • Civic participation and deliberation are essential characteristics of productive citizenship • Governments around the world support universal human rights to varying degrees. • Global interconnections create complex spatial patterns at multiple scales that continue to change over time. • Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. • Historical sources and evidence provide an understanding of different points of view about historical events. • Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

6.3.12.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
ASA (SEE HERE)	
4.1	Students will identify common patterns of social inequality.
4.1.4	Students will identify common patterns of social class inequality.
4.2	Students will analyze the effects of social inequality on groups and individuals.
4.3	Students will explain the relationship between social institutions and inequality.
4.4	Students will assess responses to social inequality.
CCSS-ELA - Reading (SEE HERE)	
CCSS.ELA-LITERACY.RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CCSS.ELA-LITERACY.RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CCSS.ELA-LITERACY.RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CCSS.ELA-LITERACY.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
CCSS.ELA-LITERACY.RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CCSS.ELA-LITERACY.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CCSS.ELA-LITERACY.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
CCSS.ELA-LITERACY.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

CCSS-ELA - Writing (SEE HERE)	
CCSS.ELA-LITERACY.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-LITERACY.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Social Justice Standards (As Applicable) SEE HERE	
DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
JU.9-12.14	I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Instructional Focus

Enduring Understandings:	Inquiry Question(s):
- Sociology is the study of the development, structure and functioning of society. - Stratification is the division of society into classes that have an unequal amount of wealth, power, and prestige. - Social stratification occurs when work and talent meet limited resources. It is maintained to solidify power and achieve status.	- Is social equity possible? - How is power gained, used, and justified? - How are economic resources distributed? - What are the major theories that have been proposed to explain the existence of social stratification? - What role does American politics and government organization have on poverty? - What effects does poverty have on the society in which it exists? - What role does education, health, geography, and family structure play in the effects of poverty? - What factors determine one's social class? - How do sociologists identify social inequalities and what are the major inequalities facing our society today?

Objectives (SLO)

Students will know:	Students will be able to:
- Social stratification and social inequality exist in societies and cultures across the world. - Society is divided based upon economic, social, and political factors. - Equality and social mobility are not as widespread in society as people may believe. - Poverty has a strong effect on the well being of a society.	- Define social stratification and explain its sociological significance. - Identify the three independent dimensions of ranking people in a social stratification system. - Explain the impact that wealth, power, and prestige has on a person's social status. - Examine the socio-economic, political, and cultural factors, which determine social mobility and stratification. - Identify the characteristics of class systems. - Describe the characteristics of the American class system. - Analyze inequality and social mobility as a vehicle within the American class system. - Define poverty and explain the different forms that poverty takes. - Define short-term poverty, long-term poverty, and the cycle of poverty. - Research and assess the factors that contribute to short-term and long-term poverty. - Explain the role of formal organizations (i.e. the American government) in solving problems of poverty and social inequality. - Research why healthcare is not available or accessible to all Americans. - Critique current trends in American healthcare policies.

Assessment

- Tests/Quizzes
- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- Cycle of Poverty Assessment
- Poverty Research Exercise
- Mapping American Poverty
- Society of Classes Annotated Bibliography

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

- Independent student led research and presentation
- Student group led research and presentation
- United States Census Bureau
- Teaching Tolerance
- *People Like Us* Documentary CNAM channel
- *30 Days on Minimum Wage* - Morgan Spurlock Series

Resources (ie - DBQ Project or specific textbooks or databases):

- NHS subscription databases, such as Gale Group, ABC-CLIO, JSTOR, etc.
- Infobase, Swank

Technology Tools:
- Chromebooks
- LCD projectors
- Use of appropriate online resources
- Use of presentation technology
- Online collaboration during conduct of inquiries
- Digital mapping relevant available historical data to identify patterns and issues.

Tier 1 Modifications and Accommodations
Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.

General Modifications for students struggling to learn:

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

MLL:

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented
Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504/Special Education -
Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:
- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Preferential Seating
- Assignments in electronic format
- Individualized instruction
- Use High Interest materials
- Modeling
- Provide Immediate Feedback
- Relate learning to real life situations when possible

- Use proximity changes about the room to keep students focused
- Offer a printed copy or copy of teacher notes
- Allow for spelling and grammar errors
- Offer individual help throughout the lesson
- Differentiated Instruction/Readings
- Speech to Text
- Modified Readings and Primary Source documents

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:
- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: https://www.nj.gov/education/standards/clicks/

Unit 7

Race & Ethnicity

Summary and Rationale

This unit will include a study of racial and ethnic groups in American society as well as the conflicts, prejudice, discrimination, and social structure of racial and ethnic inequality within society. America is a multicultural nation with a vast variety of races and ethnicities. Historically, minority groups were excluded from many aspects of American society and subjected to extreme prejudice, discrimination, and racism. Prejudice, discrimination, and racism are still prevalent in today's society despite legislative attempts to reduce racial inequalities. This is not a problem of the past; it is an issue that still requires a solution. Within this unit students will study the underlying causes and tensions that bring about racial and ethnic inequalities. Students will be able to explain the specific sociological definitions particular to minorities, race, and ethnicity. Studies will cover racial and ethnic relations in the United States with a particular focus on relations today and how to move forward to full access to all aspects of society for all people.

Recommended Pacing

3-4 Weeks

Standards

6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.HistoryCA.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.CivicsHR.11.b	Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
6.1.12.HistoryCC.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
6.1.12.CivicsPI.13.a	Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.
6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
6.1.12.GeoPP.13.b	Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
6.1.12.CivicsPD.14.a	Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.GeoPP.14.a	Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
6.1.12.HistoryCA.14.b	Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.1.12.CivicsHR.15.a	Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
6.1.12.HistoryCC.15.b	Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
6.1.12.HistoryCC.15.c	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
6.3.12	Active citizens in the 21st century: - Civic participation and deliberation are essential characteristics of productive citizenship - Governments around the world support universal human rights to varying degrees. - Global interconnections create complex spatial patterns at multiple scales that continue to change over time. - Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. - Historical sources and evidence provide an understanding of different points of view about historical events. - Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
6.3.12.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
ASA (SEE HERE)	
4.1	Students will identify common patterns of social inequality.

4.1.3	Students will identify common patterns of racial and ethnic inequality.
4.2	Students will analyze the effects of social inequality on groups and individuals.
4.3	Students will explain the relationship between social institutions and inequality.
4.4	Students will assess responses to social inequality.

CCSS-ELA - Reading (SEE HERE)

CCSS.ELA-LITERACY.RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CCSS.ELA-LITERACY.RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CCSS.ELA-LITERACY.RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CCSS.ELA-LITERACY.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
CCSS.ELA-LITERACY.RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CCSS.ELA-LITERACY.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CCSS.ELA-LITERACY.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
CCSS.ELA-LITERACY.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

CCSS-ELA - Writing (SEE HERE)

CCSS.ELA-LITERACY.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization

	that logically sequences claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-LITERACY.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Social Justice Standards (As Applicable) SEE HERE	
ID.9-12.4	I express pride and confidence in my identity without perceiving or treating anyone else as inferior.
ID.9-12.5	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.
DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.
DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.

Career Readiness, Life Literacies, and Key Skills	

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Instructional Focus

Theme (If Applicable) →

Enduring Understandings:	Inquiry Question(s):
- Social inequality is the unequal sharing and/or access to the resources needed to satisfy an individual's wants and needs. - Race and racism are powerful ideas that shape how one sees and is seen. - Race and racism has been a barrier to full membership in American society. - The unequal treatment of minorities is one of the most serious issues facing America today.	- What is the role of conflict in society? Is conflict inevitable? - Is social equity possible? - Is ethnocentrism inevitable? Should we consider a position of cultural relativity? - What is power? Who holds the power? - How has society constructed the idea of race? - How do sociologists identify social inequalities and what are the major inequalities facing our society today? - How do sociologists view race and how they differ in society? - How do the experiences of minority groups differ in America? - How has immigration (both legal and illegal) affected American policies? - What legislation has been put into place to help combat racial inequalities? Are these policies effective?

Objectives (SLO)

Students will know:	Students will be able to:
- Racism and racial inequality is still a significant problem and source of conflict in American society today. - Institutionalized discrimination is still a major factor that creates inequalities. - Racism is an extreme form of prejudice. - A relationship exists between hate crimes and stereotypes.	- Explain how functionalists, conflict theorists, and symbolic interactionists view racial inequalities. - Describe how identities are shaped by cultural and social influences within the context of equality and inequality. - Explain the difference between prejudice and discrimination. - List the common patterns of minority groups. - Differentiate and explain assimilation and cultural pluralism. - Explain patterns of conflict that arise due to discrimination and prejudice. - Research historical, social, political, and economic factors that produce diversity, equality, and inequality in the United States. - Explain why civil rights legislation did not end problems of discrimination in America. - Compare and contrast the condition of American minorities to that of the American majority. - Describe social actions that have led to greater equality and social justice in America.

Assessment

- Tests/Quizzes
- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- *A Class Divided* Analysis
- Current Racial Inequalities Research Project
- Hate Crime Statistics Analysis

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

- Independent student led research and presentation
- Student group led research and presentation
- *A Class Divided* Film
- National Databases
- *Remember the Titans* Film
- *What Would You Do?* Television Program - Episodes
- Primary Sources – MLK's Letter From a Birmingham Jail
- [Ethnic & Racial Minorities and Socioeconomic Status](#) Reading
- [The Shame Culture](#) by David Brooks (NY Times Article)
- [Tracking Prejudice Speech on Television](#)

Resources (ie - DBQ Project or specific textbooks or databases):

- NHS subscription databases, such as Gale Group, ABC-CLIO, JSTOR, etc.
- Infobase, Swank

Technology Tools:
- Chromebooks
- LCD projectors
- Use of appropriate online resources
- Use of presentation technology
- Online collaboration during conduct of inquiries
- Digital mapping relevant available historical data to identify patterns and issues.

Tier 1 Modifications and Accommodations
Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.

General Modifications for students struggling to learn:

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

MLL:

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented
Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504/Special Education -
Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:
- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Preferential Seating
- Assignments in electronic format
- Individualized instruction
- Use High Interest materials
- Modeling

- Provide Immediate Feedback
- Relate learning to real life situations when possible
- Use proximity changes about the room to keep students focused
- Offer a printed copy or copy of teacher notes
- Allow for spelling and grammar errors
- Offer individual help throughout the lesson
- Differentiated Instruction/Readings
- Speech to Text
- Modified Readings and Primary Source documents

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:
- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: https://www.nj.gov/education/standards/clicks/

Unit 8

Inequalities of Sex, Gender & Age

Summary and Rationale

Gender and gender inequality affects all members of society. From a young age society socializes its members into categories of "male" and "female". Gender roles and gender stereotypes permeate every aspect of our lives – from the way we dress, the way we speak, the activities we participate in, to the type of occupation we choose. Gender is an important and essential topic to study because in nearly every culture, women are treated differently than men. This difference in treatment is not positive. It has led to discrimination and devaluing of women in society. Women across the globe struggle for the same opportunities as men. However, women are not the only members of society impacted by inequalities. Many members of society find themselves discriminated against because of their sexuality or gender identity.

Older people experience inequality in economic, political, environmental, or social domains. These inequalities are reinforced by the discrimination older people face based on their age. Older people are perceived to be independent and

no longer capable. As a result, they are denied equal access to health services, property rights, decent work, and livelihood opportunities. Similarly, older people living with disabilities experience "double discrimination relating to their age and disability status". And, as gender-based discrimination is intensified in older age, older women become more vulnerable to abuse and violation of human rights.

This unit looks at an overview study of sex, gender, gender identity, and ageing and the inequalities that arise when members of society are rejected or devalued based on their gender, sexuality, gender identity and/or age. Students will distinguish the difference between sex, gender, and gender identity and the social sanctions that people face. Student will study American women and older people in the workforce and in politics as well as women and elderly around the world who face even greater discrimination and inequality. Students will also study the recent legislative changes and changing societal responses surrounding the LGBT community. Students will evaluate governmental and non-government groups that work to promote and achieve gender and age equality.

Recommended Pacing
2-3 Weeks

Standards	
NJSLS (SEE HERE)	
6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.CivicsDP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
6.1.12.HistoryCA.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.CivicsHR.11.b	Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
6.1.12.HistoryCC.13.d	Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
6.1.12.CivicsPD.14.a	Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.1.12.HistoryCC.15.b	Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
6.1.12.HistoryCC.15.c	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
6.3.12	Active citizens in the 21st century: • Civic participation and deliberation are essential characteristics of productive citizenship • Governments around the world support universal human rights to varying degrees. • Global interconnections create complex spatial patterns at multiple scales that continue to change over time. • Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. • Historical sources and evidence provide an understanding of different points of view about historical events. • Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
6.3.12.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
ASA (SEE HERE)	
4.1	Students will identify common patterns of social inequality.
4.1.5	Students will identify common patterns of gender inequality.

4.2	Students will analyze the effects of social inequality on groups and individuals.
4.3	Students will explain the relationship between social institutions and inequality.
4.4	Students will assess responses to social inequality.
CCSS-ELA - Reading (SEE HERE)	
CCSS.ELA-LITERACY.RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CCSS.ELA-LITERACY.RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CCSS.ELA-LITERACY.RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CCSS.ELA-LITERACY.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
CCSS.ELA-LITERACY.RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CCSS.ELA-LITERACY.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CCSS.ELA-LITERACY.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
CCSS.ELA-LITERACY.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
CCSS-ELA - Writing (SEE HERE)	
CCSS.ELA-LITERACY.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-LITERACY.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Social Justice Standards (As Applicable) [SEE HERE](#)	
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too
ID.9-12.4	I express pride and confidence in my identity without perceiving or treating anyone else as inferior.
DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Instructional Focus

Theme (If Applicable) →

Enduring Understandings:	Inquiry Question(s):
- There are gender inequities and issues that contribute to challenges women face in achieving social and economic equality. - Children learn gender role behavior and expectations through socialization. - Gender is unique to a culture and is a social construction. - There is not a single set of attitudes, beliefs, or policies regarding the elderly to characterize the world's nations.	- How is gender defined in our society? - How do gender stereotypes affect our thinking about men's and women's roles and abilities? - How do social values and gender equity relate to economic freedom? - How has the history of U.S. treatment of minority groups changed over time? What are today's challenges? - How are gender behaviors learned through socialization? - How do gender roles lead to social inequalities in some societies? - What challenges does the LGBT community face today? - What legislation has been put in place to help combat gender inequalities? Are these policies effective? - What responsibilities does a society have towards its elderly citizens?

Objectives (SLO)

Students will know:	Students will be able to:
- Sex, gender, and gender identify are not the same. - Gender inequality exists across many societies. - Discrimination and inequality based on sex and gender occur at varying degrees around the world. - Definitions/categories of gender are not always binary and can vary from culture to culture. - Gender is a social construction. - Attitudes toward the elderly are rooted in society and differ from one social group to another.	- Analyze how gender roles affect the opportunities available to men and women in society. - Explain the sociological perspectives on gender and gender inequalities. - Explain how gender roles are affected by socialization. - Discuss the inequality experienced in society due to gender and gender stereotypes. - Analyze how agents of socialization influence the development of gender concepts. - Evaluate legislation that has been implemented to reduce gender inequality. - Explain how the media plays a large role in the perpetuation of gender stereotypes. - Compare and contrast the treatment of ageing populations across various world societies.

Assessment

- Tests/Quizzes
- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- Gender in the Media Study
- Gender Socialization Paper
- Gender Around the World Questions

- Gender Roles Film Analysis
- Elderly in the Media Study
- Elderly & Poverty Analysis
- Role of Elderly in Society Film Analysis
- *Grumpy Old Men* - Suggested Film

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

- Independent student led research and presentation
- Student group led research and presentation
- *Mona Lisa Smile* Film
- *A League of Their Own* Film
- *Grumpy Old Men* Film

Resources (ie - DBQ Project or specific textbooks or databases):

- NHS subscription databases, such as Gale Group, ABC-CLIO, JSTOR, etc.
- Infobase, Swank

Technology Tools:
- Chromebooks
- LCD projectors
- Use of appropriate online resources
- Use of presentation technology
- Online collaboration during conduct of inquiries
- Digital mapping relevant available historical data to identify patterns and issues.

Tier 1 Modifications and Accommodations
Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.

General Modifications for students struggling to learn:

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

MLL:

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented
Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504/Special Education -
Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:
- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Preferential Seating
- Assignments in electronic format
- Individualized instruction
- Use High Interest materials
- Modeling
- Provide Immediate Feedback
- Relate learning to real life situations when possible
- Use proximity changes about the room to keep students focused
- Offer a printed copy or copy of teacher notes
- Allow for spelling and grammar errors
- Offer individual help throughout the lesson
- Differentiated Instruction/Readings
- Speech to Text
- Modified Readings and Primary Source documents

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:
- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: https://www.nj.gov/education/standards/clicks/

Unit 9

Family & Marriage

Summary and Rationale

The family is generally regarded as a major social institution and is the center of much of a person's social activity. Family organization is determined by how societies assign authority and relationships. The family acts as a major agent of socialization, the primary unit for socializing children, and has a large impact on the development of people in society. The family also acts as a main source for practical and emotional support for its members, regulating reproduction, and providing its members with a social identity. Families can also be a source of conflict and as such numerous problems may develop out of the family unit and have consequences for individuals and groups within society. This unit will examine the development of family systems and their functions. 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 disputed.

This unit is important for providing students with the understanding of the role of the family institution within a culture or society. During this unit, students will analyze how the social institution of family influences society and culture. Students will examine the functions of family, organization of family, and the effects of family disruption. Students will also analyze the family's role in developing values and norms. Students will work to compare and contrast family structures around the world as well as the varying cultural purposes behind marriage and family. There will be a focus on the adolescent in the family and the various roles and interactions that occur.

Recommended Pacing

3-4 Weeks

Standards	
NJSLS (SEE HERE)	
6.1.12.HistorySE.13.a	Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.1.12.HistoryCC.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6.3.12	Active citizens in the 21st century: ● Civic participation and deliberation are essential characteristics of productive citizenship ● Governments around the world support universal human rights to varying degrees. ● Global interconnections create complex spatial patterns at multiple scales that continue to change over time. ● Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. ● Historical sources and evidence provide an understanding of different points of view about historical events. ● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
ASA (SEE HERE)	
2.3	Students will evaluate important social institutions and how they respond to social needs.
2.4	Students will assess how social institutions and cultures change and evolve.
CCSS-ELA - Reading (SEE HERE)	
CCSS.ELA-LITERACY.RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CCSS.ELA-LITERACY.RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CCSS.ELA-LITERACY.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
CCSS.ELA-LITERACY.RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CCSS.ELA-LITERACY.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CCSS.ELA-LITERACY.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
CCSS.ELA-LITERACY.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

CCSS-ELA - Writing (SEE HERE)

CCSS.ELA-LITERACY.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-LITERACY.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Social Justice Standards (As Applicable) SEE HERE

DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.

Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Instructional Focus

Theme (If Applicable) →

Enduring Understandings:	Inquiry Question(s):
- There are certain norms that influence the ways in which marriage patterns are organized around the world. - The family institution meets societal needs. - Families serve to fulfill certain functions. - There are current trends in the American family life. - The study of human nature reveals the ideals, beliefs, values, and institutions of a culture.	- What basic societal need does the family institution satisfy? - What part do family roles play in social structure? - How are families structured around the world? - How do norms influence the ways in which marriage patterns around the world are organized? - How has the role of family changed over time and what impact does it have in today's society? - What are some of the trends in American family life currently being examined by sociologists?

Objectives (SLO)

Students will know:	Students will be able to:
- The definition of marriage and family. - Marriage is not the same around the world and serves a cultural purpose. - The functions of the family. - Current trends in the American family lifestyle (ex. Single-parent families, blended families, divorce, dual-earners, delayed childbearing, etc.).	- Identify which basic societal needs the family institution satisfies. - Examine the ways in which family life can be disrupted. - Compare and contrast American family values with other culture's family values. - Apply self-knowledge relating to the makeup of families in current times. - Explain factors that disrupt family life. - Explain current trends in the American family. - Compare and contrast the views of the family as proposed by the three major sociological perspectives. - Examine how the structure of the American family has evolved over time. - Analyze the impact of various social issues on family life.

	● Research and examine the role of adolescents in American family life.

Assessment

- Tests/Quizzes
- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- Life Happens Project
- Marriage Around the World Research Activity
- Children's Book Project

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

- Independent student led research and presentation
- Student group led research and presentation
- Marriage Around the World
- Honor Killings
- Portrayal of Families on Television Through the Decades

Resources (ie - DBQ Project or specific textbooks or databases):

- NHS subscription databases, such as Gale Group, ABC-CLIO, JSTOR, etc.
- Infobase, Swank

Technology Tools:
- Chromebooks
- LCD projectors
- Use of appropriate online resources
- Use of presentation technology
- Online collaboration during conduct of inquiries
- Digital mapping relevant available historical data to identify patterns and issues.

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.

General Modifications for students struggling to learn:

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

MLL:

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented
Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504/Special Education -
Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:
- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Preferential Seating

- Assignments in electronic format
- Individualized instruction
- Use High Interest materials
- Modeling
- Provide Immediate Feedback
- Relate learning to real life situations when possible
- Use proximity changes about the room to keep students focused
- Offer a printed copy or copy of teacher notes
- Allow for spelling and grammar errors
- Offer individual help throughout the lesson
- Differentiated Instruction/Readings
- Speech to Text
- Modified Readings and Primary Source documents

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:
- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: https://www.nj.gov/education/standards/clicks/