



# Nutley Public Schools

## Social Studies Sociology

Unit #1:	
Unit Title: Introduction to Sociology & Sociological Perspectives	
Summary and Rationale	
<p>Sociology is the study of society and the interactions between people and groups in society. Sociology emerged as a discipline in the early 19<sup>th</sup> 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.</p> <p>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.</p>	
Recommended Pacing	
1-2 Weeks	
Standards	
2014 NJ Social Studies Core Curriculum Content Standards	
<u>CPI</u>	<u>CPI Description</u>
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
6.3.12	<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> <li>• Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.</li> <li>• Analyze sources of prejudice and discrimination and propose solutions to eliminate them.</li> <li>• Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.</li> <li>• Critically analyze information, make ethical judgments, and responsibly address controversial issues.</li> <li>• Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.</li> <li>• Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.</li> <li>• Take actions that result in a more just and equitable society.</li> </ul>

<b>C3 Framework Inquiry Arc</b>	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> <li>Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit.</li> <li>Explain how essential questions concerning sociological foundation and perspectives are linked to important issues and themes in sociology.</li> <li>Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions.</li> <li>Identify points of agreement and disagreement among scholars and sources in regarding sociology.</li> <li>Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Apply unit-appropriate sociological methods, concepts, and theories to develop a data and evidence-based hypothesis that addresses the compelling inquiry question, connecting the sociological perspective to the perspectives of other relevant social science disciplines.</li> <li>Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding sociology.</li> <li>Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry.</li> <li>Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to sociology.</li> <li>Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.</li> </ul>
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> <li>Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility.</li> <li>Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.</li> <li>Critique the strengths and weaknesses of presented solutions to inquiries.</li> <li>Possible examples include: <ul style="list-style-type: none"> <li>Sociological experiments, data collection, and interpretation and presentation.</li> <li>Informative and argumentative essays</li> <li>Socratic seminars</li> <li>Role-playing (ex. Sociologist defending theories)</li> </ul> </li> </ul>
<i>C3 Framework Indicators (K-12 Pathways)</i>	

<u>C3 Indicator</u>	<u>C3 Indicator Description</u>
D1.1.9-12.	<ul style="list-style-type: none"> <li>Explain how a question reflects an enduring issue in the field.</li> </ul>
D1.2.9-12.	<ul style="list-style-type: none"> <li>Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.</li> </ul>
D1.3.9-12.	<ul style="list-style-type: none"> <li>Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul>
D1.4.9-12.	<ul style="list-style-type: none"> <li>Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul>
D1.5.9-12.	<ul style="list-style-type: none"> <li>Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
D2.Soc.1.9-12	<ul style="list-style-type: none"> <li>Explain the sociological perspective and how it differs from other social sciences.</li> </ul>
D2.Soc.2.9-12	<ul style="list-style-type: none"> <li>Define social context in terms of the external forces that shape human behavior.</li> </ul>
D2.Soc.3.9-12	<ul style="list-style-type: none"> <li>Identify how social context influences individuals.</li> </ul>
D2.Soc.4.9-12	<ul style="list-style-type: none"> <li>Illustrate how sociological analysis can provide useful data-based information for decision making.</li> </ul>
D2.Soc.5.9-12	<ul style="list-style-type: none"> <li>Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.</li> </ul>
D2.Civ.9.9-12.	<ul style="list-style-type: none"> <li>Use appropriate deliberative processes in multiple settings.</li> </ul>
D2.Geo.5.9-12.	<ul style="list-style-type: none"> <li>Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li> </ul>
D2.His.2.9-12.	<ul style="list-style-type: none"> <li>Analyze change and continuity in historical eras.</li> </ul>
D2.His.3.9-12.	<ul style="list-style-type: none"> <li>Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li> </ul>
D2.His.5.9-12.	<ul style="list-style-type: none"> <li>Analyze how historical contexts shaped and continue to shape people's perspectives.</li> </ul>
D2.His.7.9-12.	<ul style="list-style-type: none"> <li>Explain how the perspectives of people in the present shape interpretations of the past.</li> </ul>
D2.His.12.9-12.	<ul style="list-style-type: none"> <li>Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</li> </ul>
D2.His.14.9-12	<ul style="list-style-type: none"> <li>Analyze multiple and complex causes and effects of events in the past.</li> </ul>
D3.1.9-12.	<ul style="list-style-type: none"> <li>Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>
D3.2.9-12.	<ul style="list-style-type: none"> <li>Evaluate the credibility of a source by examining how experts value the source.</li> </ul>
D3.3.9-12.	<ul style="list-style-type: none"> <li>Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>
D3.4.9-12.	<ul style="list-style-type: none"> <li>Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>
D4.1.9-12.	<ul style="list-style-type: none"> <li>Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> </ul>
D4.2.9-12.	<ul style="list-style-type: none"> <li>Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</li> </ul>
D4.3.9-12.	<ul style="list-style-type: none"> <li>Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</li> </ul>
D4.4.9-12.	<ul style="list-style-type: none"> <li>Critique the use of claims and evidence in arguments for credibility.</li> </ul>
D4.5.9-12.	<ul style="list-style-type: none"> <li>Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul>
D4.6.9-12.	<ul style="list-style-type: none"> <li>Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and</li> </ul>

	place.	
Common Core Standards Alignment		
C3 Dimension	Common Core ELA Anchor Standards	Shared Language
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.		
Integration of Technology		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
<ul style="list-style-type: none"><li>Leave blank, this curriculum is currently under revision, as is ours.</li></ul>		
Instructional Focus		
Enduring Understanding(s)		
<ul style="list-style-type: none"><li>Sociology influences our everyday life.</li><li>Humans create, sustain, and change society.</li><li>Sociology utilizes the same scientific method as all other sciences; sociologists work with data.</li><li>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.</li><li>The development of industrial and urban societies has influenced individuals to examine human social behavior in order to improve society.</li></ul>		
Essential Questions		
<ul style="list-style-type: none"><li>Why should we study sociology?</li><li>How can studying interactions between people help us understand human behavior, and in turn, the world?</li><li>How can examining human social behavior help improve the world in which we live?</li></ul>		
Themes		
<ul style="list-style-type: none"><li>Development and Transformation of Social Structures</li><li></li></ul>		
Suggested Inquiries:		
<ul style="list-style-type: none"><li>What is sociology?</li><li>What is sociological perspective?</li><li>What sociological perspectives are currently utilized?</li><li>What does it mean to have a sociological imagination? How can it be used as a tool?</li><li>In what ways are the origins of sociological thinking relevant and irrelevant today?</li><li>In what ways do the three major theoretical perspectives in sociology differ in their focus? How do the three theoretical perspectives differ in terms of their levels of analysis? How can society be viewed through</li></ul>		

<p>various theoretical perspectives?</p> <ul style="list-style-type: none"> <li>• How are the origins of sociology ingrained in the process of the scientific method?</li> <li>• What basic research methods do sociologists employ?</li> <li>• What are the seven steps in the research process?</li> <li>• How do sociologists conduct sociological research?</li> </ul>
<b>Evidence of Learning (Assessments – parenthetical notes reference competencies)</b>
<ul style="list-style-type: none"> <li>• Sociological Research Methods Essay</li> </ul>
<b>Objectives</b>
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• There are a number of sociological concepts that attempt to explain our behavior and experience as human beings.</li> <li>• Sociologists use various quantitative and qualitative research methods.</li> <li>• 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.</li> <li>• Sociologists use several approaches to conduct research. Regardless of the approaches they use, all sociologists follow a seven-step research process.</li> <li>• Scientific and sociological research methods can be utilized to evaluate society and culture.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Examine the contributions of leading theorists/founders within the field of sociology.</li> <li>• Explain what is meant by the broader social context that underlies human behavior, and how, and why sociologists study their broader social contexts.</li> <li>• Identify the three major theoretical perspectives and describe the particular characteristics, viewpoints, and concerns that are associated within each of these.</li> <li>• Discuss the social changes- and the changing social conditions- that fostered the development of sociology as a distinct academic discipline in the early 19<sup>th</sup> century.</li> <li>• Differentiate between the three major sociological perspectives.</li> <li>• Evaluate the different methods of research.</li> <li>• Explain the scientific method and how it applies to sociological research.</li> <li>• Identify, evaluate, and utilize appropriate social science resources.</li> </ul>
<b>Modifications</b>
Modified documents (ex. <i>Read Like a Historian resources</i> ), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.
<b>Integration</b>
<b>Technology Integration and Use of Data</b>
<ul style="list-style-type: none"> <li>• Use of appropriate online resources</li> <li>• Online collaboration during conduct of inquiries</li> <li>• Digital mapping and heat mapping relevant available historical data to identify patterns and issues.</li> <li>• Use of presentation technology</li> </ul>
<b>Writing Integration</b>
<ul style="list-style-type: none"> <li>• Use of informative essays</li> </ul>
<b>Competencies</b>
<ul style="list-style-type: none"> <li>• Collaboration: all</li> <li>• Communication: all</li> <li>• Research: all</li> <li>• Problem Solving: all</li> </ul>

<ul style="list-style-type: none"><li>• Self and Global Awareness: Personal Management, Social Responsibility, Determination</li></ul>
Suggested Resources
<ul style="list-style-type: none"><li>•</li><li>• To be added as teachers and students pilot the curriculum</li></ul>



# Nutley Public Schools

## Social Studies Sociology

Unit 2: Unit Title: Culture	
Summary and Rationale	
<p>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.</p> <p>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.</p>	
Recommended Pacing	
2-3 Weeks	
Standards	
2014 NJ Social Studies Core Curriculum Content Standards	
<i>CPI</i>	<i>CPI Description</i>
6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
6.1.12.D.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period (1945-early 1970s), while new music, art, and literature acted as catalysts for the counterculture movement.
6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
6.3.12	<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> <li>• Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.</li> <li>• Analyze sources of prejudice and discrimination and propose solutions to eliminate them.</li> <li>• Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.</li> </ul>

	<ul style="list-style-type: none"> <li>● Critically analyze information, make ethical judgments, and responsibly address controversial issues.</li> <li>● Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.</li> <li>● Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.</li> <li>● Take actions that result in a more just and equitable society.</li> </ul>
<b>C3 Framework Inquiry Arc</b>	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> <li>● Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit.</li> <li>● Explain how essential questions concerning culture are linked to important issues and themes in sociology.</li> <li>● Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions.</li> <li>● Identify points of agreement and disagreement among scholars and sources in regarding culture.</li> <li>● Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Apply unit-appropriate sociological methods, concepts, and theories to develop a data and evidence-based hypothesis that addresses the compelling inquiry question, connecting the sociological perspective to the perspectives of other relevant social science disciplines.</li> <li>● Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding culture.</li> <li>● Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry.</li> <li>● Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to culture.</li> <li>● Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.</li> </ul>
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> <li>● Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility.</li> <li>● Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.</li> <li>● Critique the strengths and weaknesses of presented solutions to inquiries.</li> <li>● Possible examples include: <ul style="list-style-type: none"> <li>○ Sociological experiments, data collection, and</li> </ul> </li> </ul>

sources to identify inconsistencies and the strengths and weakness of relevant claims.	<ul style="list-style-type: none"> <li>interpretation and presentation.</li> <li>○ Informative and argumentative essays</li> <li>○ Debates</li> <li>○ Role playing (ex. advisor advocating reforms)</li> <li>○ Socratic Seminar, Harkness Tables</li> <li>○ Creation of interactive digital maps and graphical presentations.</li> </ul>
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<u><i>C3 Indicator</i></u>	<u><i>C3 Indicator Description</i></u>
D1.1.9-12.	<ul style="list-style-type: none"> <li>• Explain how a question reflects an enduring issue in the field.</li> </ul>
D1.2.9-12.	<ul style="list-style-type: none"> <li>• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.</li> </ul>
D1.3.9-12.	<ul style="list-style-type: none"> <li>• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul>
D1.4.9-12.	<ul style="list-style-type: none"> <li>• Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul>
D1.5.9-12.	<ul style="list-style-type: none"> <li>• Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
D2.Soc.1.9-12	<ul style="list-style-type: none"> <li>• Explain the sociological perspective and how it differs from other social sciences.</li> </ul>
D2.Soc.2.9-12	<ul style="list-style-type: none"> <li>• Define social context in terms of the external forces that shape human behavior.</li> </ul>
D2.Soc.3.9-12	<ul style="list-style-type: none"> <li>• Identify how social context influences individuals.</li> </ul>
D2.Soc.4.9-12	<ul style="list-style-type: none"> <li>• Illustrate how sociological analysis can provide useful data-based information for decision making.</li> </ul>
D2.Soc.6.9-12	<ul style="list-style-type: none"> <li>• Identify the major components of culture.</li> </ul>
D2.Soc.7.9-12	<ul style="list-style-type: none"> <li>• Cite examples of how culture influences the individuals in it.</li> </ul>
D2.Civ.7.9-12.	<ul style="list-style-type: none"> <li>• Apply civic virtues and democratic principles when working with others.</li> </ul>
D2.Civ.9.9-12.	<ul style="list-style-type: none"> <li>• Use appropriate deliberative processes in multiple settings.</li> </ul>
D2.Civ.14.9-12.	<ul style="list-style-type: none"> <li>• Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</li> </ul>
D2.Geo.1.9-12.	<ul style="list-style-type: none"> <li>• Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.</li> </ul>
D2.Geo.2.9-12.	<ul style="list-style-type: none"> <li>• Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</li> </ul>
D2.Geo.3.9-12.	<ul style="list-style-type: none"> <li>• Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.</li> </ul>
D2.Geo.4.9-12.	<ul style="list-style-type: none"> <li>• Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</li> </ul>
D2.Geo.5.9-12.	<ul style="list-style-type: none"> <li>• Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li> </ul>
D2.Geo.6.9-12.	<ul style="list-style-type: none"> <li>• Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</li> </ul>
D2.Geo.7.9-12.	<ul style="list-style-type: none"> <li>• Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</li> </ul>
D2.His.2.9-12.	<ul style="list-style-type: none"> <li>• Analyze change and continuity in historical eras.</li> </ul>
D2.His.3.9-12.	<ul style="list-style-type: none"> <li>• Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li> </ul>
D2.His.4.9-12.	<ul style="list-style-type: none"> <li>• Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</li> </ul>
D2.His.5.9-12.	<ul style="list-style-type: none"> <li>• Analyze how historical contexts shaped and continue to shape people's perspectives.</li> </ul>
D2.His.7.9-12.	<ul style="list-style-type: none"> <li>• Explain how the perspectives of people in the present shape interpretations of the past.</li> </ul>

D2.His.14.9-12	<ul style="list-style-type: none"> <li>Analyze multiple and complex causes and effects of events in the past.</li> </ul>
D3.1.9-12.	<ul style="list-style-type: none"> <li>Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>
D3.2.9-12.	<ul style="list-style-type: none"> <li>Evaluate the credibility of a source by examining how experts value the source.</li> </ul>
D3.3.9-12.	<ul style="list-style-type: none"> <li>Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>
D3.4.9-12.	<ul style="list-style-type: none"> <li>Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>
D4.1.9-12.	<ul style="list-style-type: none"> <li>Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> </ul>
D4.2.9-12.	<ul style="list-style-type: none"> <li>Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</li> </ul>
D4.3.9-12.	<ul style="list-style-type: none"> <li>Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</li> </ul>
D4.4.9-12.	<ul style="list-style-type: none"> <li>Critique the use of claims and evidence in arguments for credibility.</li> </ul>
D4.5.9-12.	<ul style="list-style-type: none"> <li>Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul>
D4.6.9-12.	<ul style="list-style-type: none"> <li>Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> </ul>
D4.7.9-12.	<ul style="list-style-type: none"> <li>Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</li> </ul>

#### **Common Core Standards Alignment**

<u>C3 Dimension</u>	<u>Common Core ELA Anchor Standards</u>	<u>Shared Language</u>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

#### **Interdisciplinary Connections**

Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

<ul style="list-style-type: none"> <li>• Leave blank, this curriculum is currently under revision, as is ours.</li> </ul>
<b>Instructional Focus</b>
<b>Enduring Understanding(s)</b>
<ul style="list-style-type: none"> <li>• Culture defines the values, beliefs and norms that shape individual and group behavior. Human behavior is influenced by society.</li> <li>• Culture defines how people behave in relation to groups and physical objects.</li> <li>• Human behavior is learned within society.</li> <li>• Through culture, individuals learn the norms associated with relationships, structures, patterns, and processes necessary to become a member of mainstream society.</li> </ul>
<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• How can studying interactions between people help us understand the world?</li> <li>• Are there cultural universals?</li> <li>• Are people products of their society?</li> <li>• Why should we study other cultures and what does it teach us?</li> <li>• In what ways is a society's culture a social construction?</li> <li>• In what ways are societies' norms a reflection of its values? Which came first?</li> </ul>
<b>Themes</b>
<ul style="list-style-type: none"> <li>• Ideas, Beliefs, and Culture</li> </ul>
<b>Suggested Inquiries:</b>
<ul style="list-style-type: none"> <li>• What are the essential components of culture?</li> <li>• What are material and nonmaterial components of culture?</li> <li>• How do group norms, values, and beliefs, shape human behavior? How are their reinforced?</li> <li>• Why is it important to recognize cultural universals and to appreciate diversity?</li> <li>• Do ethnocentrism help or hurt society?</li> </ul>
<b>Evidence of Learning (Assessments – parenthetical notes reference competencies)</b>
<ul style="list-style-type: none"> <li>• Culture Around the World Research Project</li> <li>• Nacirema Narrative Creation</li> <li>• American Values Poster</li> <li>• Breaking Social Norms Experiment</li> </ul>
<b>Objectives</b>
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Influence of culture on individuals.</li> <li>• Societal behaviors related to groups.</li> <li>• Culture is a learned behavior and influences how we interact in society.</li> <li>• Humans create and transmit culture through symbols of language.</li> <li>• Various components make up culture.</li> <li>• Sanctions are used to get people to conform to societal norms, values, and beliefs.</li> <li>• Understanding cultural similarities allow members of society to be tolerant of our diversity.</li> <li>• Subcultures and countercultures exist within cultures.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define culture, discuss its effects, and differentiate between its material and nonmaterial components.</li> <li>• Know what is meant by culture shock, provide examples of situation that may result in culture shock, and explain how cultural shock forces people to challenge their own cultural assumptions.</li> <li>• Understand the difference between ethnocentrism and cultural relativism, and the positive and negative aspects of each.</li> <li>• Explain why language is the basis of human culture and essential for cultural development.</li> </ul>

- 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.

### **Modifications**

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

### **Integration**

#### **Technology Integration and Use of Data**

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

#### **Writing Integration**

- Informative Essay
- Narrative Writing

#### **Competencies**

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

### **Suggested Resources**

- Nacirema Reading
- American Values – Robin Williams
- To be added as teachers and students pilot the curriculum



# Nutley Public Schools

## Social Studies Sociology

### 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 adolescences 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

2-3 Weeks

#### Standards

##### 2014 NJ Social Studies Core Curriculum Content Standards

<u>CPI</u>	<u>CPI Description</u>
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.
6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
6.1.12.D.16.a	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
6.3.12	Active citizens in the 21st century:

	<ul style="list-style-type: none"> <li>• Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.</li> <li>• Analyze sources of prejudice and discrimination and propose solutions to eliminate them.</li> <li>• Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.</li> <li>• Critically analyze information, make ethical judgments, and responsibly address controversial issues.</li> <li>• Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.</li> <li>• Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.</li> <li>• Take actions that result in a more just and equitable society.</li> </ul>
<b>C3 Framework Inquiry Arc</b>	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit.</li> <li>• Explain how essential questions concerning socialization are linked to important issues and themes in sociology.</li> <li>• Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions.</li> <li>• Identify points of agreement and disagreement among scholars and sources in regarding socialization.</li> <li>• Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Apply unit-appropriate sociological methods, concepts, and theories to develop a data and evidence-based hypothesis that addresses the compelling inquiry question, connecting the sociological perspective to the perspectives of other relevant social science disciplines.</li> <li>• Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding socialization.</li> <li>• Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry.</li> <li>• Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to socialization.</li> <li>• Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.</li> </ul>
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>

<p>Students will:</p> <ul style="list-style-type: none"> <li>• Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility.</li> <li>• Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.</li> <li>• Critique the strengths and weaknesses of presented solutions to inquiries.</li> <li>• Possible examples include: <ul style="list-style-type: none"> <li>○ Sociological experiments, data collection, and interpretation and presentation.</li> <li>○ Informative and argumentative essays</li> <li>○ Debates</li> <li>○ Socratic Seminar, Harkness Tables</li> <li>○ Creation of interactive digital maps and graphical presentations.</li> <li>○</li> </ul> </li> </ul>
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<u>C3 Indicator</u>	<u>C3 Indicator Description</u>
D1.1.9-12.	<ul style="list-style-type: none"> <li>• Explain how a question reflects an enduring issue in the field.</li> </ul>
D1.2.9-12.	<ul style="list-style-type: none"> <li>• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.</li> </ul>
D1.3.9-12.	<ul style="list-style-type: none"> <li>• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul>
D1.4.9-12.	<ul style="list-style-type: none"> <li>• Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul>
D1.5.9-12.	<ul style="list-style-type: none"> <li>• Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
D2.Soc.1.9-12	<ul style="list-style-type: none"> <li>• Explain the sociological perspective and how it differs from other social sciences.</li> </ul>
D2.Soc.2.9-12	<ul style="list-style-type: none"> <li>• Define social context in terms of the external forces that shape human behavior.</li> </ul>
D2.Soc.3.9-12	<ul style="list-style-type: none"> <li>• Identify how social context influences individuals.</li> </ul>
D2.Soc.4.9-12	<ul style="list-style-type: none"> <li>• Illustrate how sociological analysis can provide useful data-based information for decision making.</li> </ul>
D2.Soc.7.9-12	<ul style="list-style-type: none"> <li>• Cite examples of how culture influences the individuals in it.</li> </ul>
D2.Soc.8.9-12	<ul style="list-style-type: none"> <li>• Identify important social institutions in society.</li> </ul>
D2.Soc.9.9-12	<ul style="list-style-type: none"> <li>• Explain the role of social institutions in society.</li> </ul>
D2.Soc.11.9-12	<ul style="list-style-type: none"> <li>• Analyze the influence of the primary agents of socialization and why they are influential.</li> </ul>
D2.Soc.12.9-12	<ul style="list-style-type: none"> <li>• Explain the social construction of self and groups.</li> </ul>
D2.Civ.7.9-12.	<ul style="list-style-type: none"> <li>• Apply civic virtues and democratic principles when working with others.</li> </ul>
D2.Civ.9.9-12.	<ul style="list-style-type: none"> <li>• Use appropriate deliberative processes in multiple settings.</li> </ul>
D2.Geo.4.9-12.	<ul style="list-style-type: none"> <li>• Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</li> </ul>
D2.His.2.9-12.	<ul style="list-style-type: none"> <li>• Analyze change and continuity in historical eras.</li> </ul>
D2.His.3.9-12.	<ul style="list-style-type: none"> <li>• Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li> </ul>
D3.1.9-12.	<ul style="list-style-type: none"> <li>• Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>
D3.2.9-12.	<ul style="list-style-type: none"> <li>• Evaluate the credibility of a source by examining how experts value the source.</li> </ul>
D3.3.9-12.	<ul style="list-style-type: none"> <li>• Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>
D3.4.9-12.	<ul style="list-style-type: none"> <li>• Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>

D4.1.9-12.	<ul style="list-style-type: none"> <li>Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> </ul>
D4.2.9-12.	<ul style="list-style-type: none"> <li>Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</li> </ul>
D4.3.9-12.	<ul style="list-style-type: none"> <li>Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</li> </ul>
D4.4.9-12.	<ul style="list-style-type: none"> <li>Critique the use of claims and evidence in arguments for credibility.</li> </ul>
D4.5.9-12.	<ul style="list-style-type: none"> <li>Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul>
D4.6.9-12.	<ul style="list-style-type: none"> <li>Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> </ul>
D4.7.9-12.	<ul style="list-style-type: none"> <li>Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</li> </ul>

### Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

### Interdisciplinary Connections

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.

### Integration of Technology

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

- Leave blank, this curriculum is currently under revision, as is ours.

## Instructional Focus

### Enduring Understanding(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.

<ul style="list-style-type: none"> <li>Men and women progress through adult development in different ways.</li> </ul>
<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>How can studying interactions between people help us understand human behavior?</li> <li>How are we a product of our environment?</li> <li>How does sociology help explain human development?</li> <li>Are people products of their society?</li> </ul>
<b>Themes</b>
<ul style="list-style-type: none"> <li>Ideas, Beliefs, and Culture</li> <li></li> </ul>
<b>Suggested Inquiries:</b>
<ul style="list-style-type: none"> <li>How does the argument of nature vs. nurture affect the development of one's personality?</li> <li>What aspects of "being human" are learned behaviors?</li> <li>What are the ramifications if an individual is not socialized?</li> <li>How do agents of socialization shape the individual's development?</li> <li>How do social groups influence individual's sense of self (formally and informally)?</li> <li>How and why is adolescence a period of development and how does it compare to the periods of childhood and adulthood?</li> <li>What does it mean to be resocialized and what examples exist showing this process?</li> </ul>
<b>Evidence of Learning (Assessments – parenthetical notes reference competencies)</b>
<ul style="list-style-type: none"> <li>Isolated Children Essay</li> <li>Agents of Socialization Project</li> </ul>
<b>Objectives</b>
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>Socialization is how people participate in a group.</li> <li>Socialization is necessary for understanding proper societal norms, values, and beliefs.</li> <li>Socialization influences include family, schools, peer groups, and mass media (agents of socialization).</li> <li>Socialization is a lifelong process that encompasses multiple stages in a person's life.</li> <li>Socialization changes as we move through different stages of life.</li> <li>Both nature and nurture affect one's personality (ex. Birth order, cultural environment, parental characteristics etc.)</li> <li>Extreme isolation severely affects development of children.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Explain why socialization is a lifelong process and summarize the needs, expectations, and responsibilities that typically accompany different stages of life.</li> <li>Describe the effects of extreme isolation on children and development.</li> <li>Compare and contrast Locke, Cooley, and Mead's theories of personality.</li> <li>Analyze the role and influence that family, peers, school, and media have in socializing the individual.</li> <li>Interpret and analyze the nature vs. nurture debate.</li> <li>Explain how social environment influences personality and the sense of "self".</li> <li>Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.</li> <li>Research and explain instances of resocialization in adult years.</li> <li>Explain how the concept of adolescents has developed as a distinct stage of the life cycle in the United States.</li> <li>Analyze how adult male and females develop differently throughout the life cycle.</li> </ul>
<b>Modifications</b>
Modified documents (ex. <i>Read Like a Historian resources</i> ), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.
<b>Integration</b>
Technology Integration and Use of Data

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

#### Writing Integration

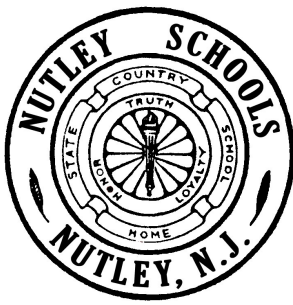
- Informative Essays
- Argumentative Essays

#### Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

#### Suggested Resources

- *Genie the Wild Child* NOVA Documentary
- 
- To be added as teachers and students pilot the curriculum



# Nutley Public Schools

## Social Studies Sociology

Unit #4: Unit Title: Social Groups & Formal Organizations	
Summary and Rationale	
<p>Sociology is a discipline that studies and deals with social groups, therefore it is essential to understand the role and the importance 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.</p> <p>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 comprised 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.</p>	
Recommended Pacing	
3-4 Weeks	
Standards	
2014 NJ Social Studies Core Curriculum Content Standards	
<i>CPI</i>	<i>CPI Description</i>
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.3.12	Active citizens in the 21st century: <ul style="list-style-type: none"> <li>• Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.</li> <li>• Analyze sources of prejudice and discrimination and propose solutions to eliminate them.</li> <li>• Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.</li> </ul>

	<ul style="list-style-type: none"> <li>● Critically analyze information, make ethical judgments, and responsibly address controversial issues.</li> <li>● Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.</li> <li>● Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.</li> <li>● Take actions that result in a more just and equitable society.</li> </ul>
6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

<b>C3 Framework Inquiry Arc</b>	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> <li>● Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit.</li> <li>● Explain how essential questions concerning social groups &amp; formal organizations are linked to important issues and themes in sociology.</li> <li>● Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions.</li> <li>● Identify points of agreement and disagreement among scholars and sources in regarding social groups &amp; formal organizations.</li> <li>● Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Apply unit-appropriate sociological methods, concepts, and theories to develop a data and evidence-based hypothesis that addresses the compelling inquiry question, connecting the sociological perspective to the perspectives of other relevant social science disciplines.</li> <li>● Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding social groups &amp; formal organizations.</li> <li>● Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry.</li> <li>● Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to social groups &amp; formal organizations.</li> <li>● Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.</li> </ul>
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>

<p>Students will:</p> <ul style="list-style-type: none"> <li>Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility.</li> <li>Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.</li> <li>Critique the strengths and weaknesses of presented solutions to inquiries.</li> <li>Possible examples include: <ul style="list-style-type: none"> <li>Sociological experiments, data collection, and interpretation and presentation.</li> <li>Informative and argumentative essays</li> <li>Debates</li> <li>Role playing (ex. advisor advocating reforms)</li> <li>Socratic Seminars, Harkness Tables</li> <li>Creation of interactive digital maps and graphical presentations.</li> </ul> </li> </ul>
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*C3 Framework Indicators (K-12 Pathways)*

<u>C3 Indicator</u>	<u>C3 Indicator Description</u>
D1.1.9-12.	<ul style="list-style-type: none"> <li>Explain how a question reflects an enduring issue in the field.</li> </ul>
D1.2.9-12.	<ul style="list-style-type: none"> <li>Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.</li> </ul>
D1.3.9-12.	<ul style="list-style-type: none"> <li>Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul>
D1.4.9-12.	<ul style="list-style-type: none"> <li>Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul>
D1.5.9-12.	<ul style="list-style-type: none"> <li>Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
D2.Soc.1.9-12	<ul style="list-style-type: none"> <li>Explain the sociological perspective and how it differs from other social sciences.</li> </ul>
D2.Soc.2.9-12	<ul style="list-style-type: none"> <li>Define social context in terms of the external forces that shape human behavior.</li> </ul>
D2.Soc.3.9-12	<ul style="list-style-type: none"> <li>Identify how social context influences individuals.</li> </ul>
D2.Soc.4.9-12	<ul style="list-style-type: none"> <li>Illustrate how sociological analysis can provide useful data-based information for decision making.</li> </ul>
D2.Soc.8.9-12	<ul style="list-style-type: none"> <li>Identify important social institutions in society.</li> </ul>
D2.Soc.9.9-12	<ul style="list-style-type: none"> <li>Explain the role of social institutions in society.</li> </ul>
D2.Soc.10.9-12	<ul style="list-style-type: none"> <li>Analyze how social structures and cultures change.</li> </ul>
D2.Soc.11.9-12	<ul style="list-style-type: none"> <li>Analyze the influence of the primary agents of socialization and why they are influential.</li> </ul>
D2.Soc.12.9-12	<ul style="list-style-type: none"> <li>Explain the social construction of self and groups.</li> </ul>
D2.Soc.13.9-12	<ul style="list-style-type: none"> <li>Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.</li> </ul>
D2.Soc.14.9-12	<ul style="list-style-type: none"> <li>Explain how in-group and out- group membership influences the life chances of individuals and shapes societal norms and values.</li> </ul>
D2.Civ.1.9-12.	<ul style="list-style-type: none"> <li>Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</li> </ul>
D2.Civ.5.9-12.	<ul style="list-style-type: none"> <li>Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</li> </ul>
D2.Civ.9.9-12.	<ul style="list-style-type: none"> <li>Use appropriate deliberative processes in multiple settings.</li> </ul>
D2.Eco.9.9-12.	<ul style="list-style-type: none"> <li>Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</li> </ul>
D2.Geo.4.9-12.	<ul style="list-style-type: none"> <li>Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</li> </ul>
D2.His.2.9-12.	<ul style="list-style-type: none"> <li>Analyze change and continuity in historical eras.</li> </ul>
D2.His.3.9-12.	<ul style="list-style-type: none"> <li>Use questions generated about individuals and groups to assess how the significance of</li> </ul>

	their actions changes over time and is shaped by the historical context.
D2.His.5.9-12.	<ul style="list-style-type: none"> <li>Analyze how historical contexts shaped and continue to shape people's perspectives.</li> </ul>
D2.His.7.9-12.	<ul style="list-style-type: none"> <li>Explain how the perspectives of people in the present shape interpretations of the past.</li> </ul>
D3.1.9-12.	<ul style="list-style-type: none"> <li>Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>
D3.2.9-12.	<ul style="list-style-type: none"> <li>Evaluate the credibility of a source by examining how experts value the source.</li> </ul>
D3.3.9-12.	<ul style="list-style-type: none"> <li>Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>
D3.4.9-12.	<ul style="list-style-type: none"> <li>Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>
D4.1.9-12.	<ul style="list-style-type: none"> <li>Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> </ul>
D4.2.9-12.	<ul style="list-style-type: none"> <li>Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</li> </ul>
D4.3.9-12.	<ul style="list-style-type: none"> <li>Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</li> </ul>
D4.4.9-12.	<ul style="list-style-type: none"> <li>Critique the use of claims and evidence in arguments for credibility.</li> </ul>
D4.5.9-12.	<ul style="list-style-type: none"> <li>Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul>
D4.6.9-12.	<ul style="list-style-type: none"> <li>Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> </ul>
D4.7.9-12.	<ul style="list-style-type: none"> <li>Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</li> </ul>
D4.8.9-12.	<ul style="list-style-type: none"> <li>Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li> </ul>

#### **Common Core Standards Alignment**

<u><i>C3 Dimension</i></u>	<u><i>Common Core ELA Anchor Standards</i></u>	<u><i>Shared Language</i></u>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

#### **Interdisciplinary Connections**

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.

Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> <li>Leave blank, this curriculum is currently under revision, as is ours.</li> </ul>	
Instructional Focus	
Enduring Understanding(s)	
<ul style="list-style-type: none"> <li>Status and roles influence an individual or groups' position, power, rights and obligations within society</li> <li>Social institutions are formal groups that influence the socialization of the individual through participation.</li> <li>Social institutions are designed to facilitate a stable society.</li> <li>Society is built upon the foundation of groups and organizations which function interdependently.</li> <li>Social groups are comprised of people who share some similar characteristics, such as common interests, beliefs, behavior, emotions, perspectives, purpose and time with each other.</li> <li>Groups help to socialize the individual and its members by sharing common goals and characteristics.</li> <li>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.</li> <li>Social institutions are systems that are organized to satisfy one or more of the basic societal needs.</li> </ul>	
Essential Questions	
<ul style="list-style-type: none"> <li>What is an individual's role in society?</li> <li>Why do individuals conform to behaviors in a group that one might not perform as an individual?</li> <li>Does a society need organized social institutions to survive?</li> <li>What basic societal needs are served by formal organizations?</li> </ul>	
Themes	
<ul style="list-style-type: none"> <li>Ideas, Beliefs, and Culture</li> <li>Politics and Power</li> <li>Work, Exchange, and Technology</li> </ul>	
Suggested Inquiries:	
<ul style="list-style-type: none"> <li>How is status determined?</li> <li>How are roles defined?</li> <li>How are status and roles related?</li> <li>What influences do status and roles have on individual or group behavior?</li> <li>How do social institutions influence society and people?</li> <li>How is society divided into groups, and how do these groups work together for the betterment of society?</li> <li>Why is cooperation important for society?</li> <li>How do postindustrial societies, industrial societies, and pre-industrial societies differ?</li> <li>What are the main functions of groups?</li> <li>How do sociologists view formal organizations?</li> </ul>	
Evidence of Learning (Assessments – parenthetical notes reference competencies)	
<ul style="list-style-type: none"> <li>Mean Girls Essay</li> <li>Leadership Scenarios Activity</li> <li>Cliques and Stereotypes Activity</li> </ul>	
Objectives	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>Social structure is the pattern of social relationships within groups; every relationship comes with various roles and statuses.</li> <li>Progress from pre-industrial to industrial to post-industrial society meets the basic needs of the people as seen fit.</li> <li>The most common types of social interaction are exchange, competition, conflict, cooperation, and accommodation.</li> <li>Society is built upon the foundation of groups and organizations which function interdependently.</li> </ul>	

- 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 groups 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.

### **Modifications**

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

### **Integration**

#### **Technology Integration and Use of Data**

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

#### **Writing Integration**

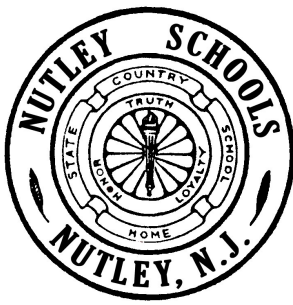
- Informative Essay
- Argumentative Writing
- Research Writing

#### **Competencies**

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

### **Suggested Resources**

- 
- To be added as teachers and students pilot the curriculum



# Nutley Public Schools

## Social Studies Sociology

Unit #5	
Unit Title: Deviance & Social Control	
Summary and Rationale	
<p>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, thought 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.</p>	
Recommended Pacing	
4-5 Weeks	
Standards	
2014 NJ Social Studies Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
6.1.12.A.14.f	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
6.1.12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.D.14.b	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
6.1.12.D.16.a	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
6.3.12.A.2	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 such problems are universal.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
6.3.12	Active citizens in the 21st century:

	<ul style="list-style-type: none"> <li>• Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.</li> <li>• Analyze sources of prejudice and discrimination and propose solutions to eliminate them.</li> <li>• Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.</li> <li>• Critically analyze information, make ethical judgments, and responsibly address controversial issues.</li> <li>• Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.</li> <li>• Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.</li> <li>• Take actions that result in a more just and equitable society.</li> </ul>
<b>C3 Framework Inquiry Arc</b>	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit.</li> <li>• Explain how essential questions concerning deviance &amp; social control are linked to important issues and themes in sociology.</li> <li>• Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions.</li> <li>• Identify points of agreement and disagreement among scholars and sources in regarding deviance &amp; social control.</li> <li>• Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Apply unit-appropriate sociological methods, concepts, and theories to develop a data and evidence-based hypothesis that addresses the compelling inquiry question, connecting the sociological perspective to the perspectives of other relevant social science disciplines.</li> <li>• Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding deviance &amp; social control.</li> <li>• Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry.</li> <li>• Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to deviance &amp; social control.</li> <li>• Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.</li> </ul>
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>

<p>Students will:</p> <ul style="list-style-type: none"> <li>Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility.</li> <li>Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.</li> <li>Critique the strengths and weaknesses of presented solutions to inquiries.</li> <li>Possible examples include: <ul style="list-style-type: none"> <li>Sociological experiments, data collection, and interpretation and presentation.</li> <li>Informative and argumentative essays</li> <li>Debates</li> <li>Role playing (ex. advisor advocating reforms)</li> <li>Socratic Seminar, Harkness Tables</li> <li>Creation of interactive digital maps and graphical presentations.</li> </ul> </li> </ul>
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<u>C3 Indicator</u>	<u>C3 Indicator Description</u>
D1.1.9-12.	<ul style="list-style-type: none"> <li>Explain how a question reflects an enduring issue in the field.</li> </ul>
D1.2.9-12.	<ul style="list-style-type: none"> <li>Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.</li> </ul>
D1.3.9-12.	<ul style="list-style-type: none"> <li>Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul>
D1.4.9-12.	<ul style="list-style-type: none"> <li>Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul>
D1.5.9-12.	<ul style="list-style-type: none"> <li>Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
D2.Soc.1.9-12	<ul style="list-style-type: none"> <li>Explain the sociological perspective and how it differs from other social sciences.</li> </ul>
D2.Soc.2.9-12	<ul style="list-style-type: none"> <li>Define social context in terms of the external forces that shape human behavior.</li> </ul>
D2.Soc.3.9-12	<ul style="list-style-type: none"> <li>Identify how social context influences individuals.</li> </ul>
D2.Soc.4.9-12	<ul style="list-style-type: none"> <li>Illustrate how sociological analysis can provide useful data-based information for decision making.</li> </ul>
D2.Soc.7.9-12	<ul style="list-style-type: none"> <li>Cite examples of how culture influences the individuals in it.</li> </ul>
D2.Soc.8.9-12	<ul style="list-style-type: none"> <li>Identify important social institutions in society.</li> </ul>
D2.Soc.9.9-12	<ul style="list-style-type: none"> <li>Explain the role of social institutions in society.</li> </ul>
D2.Soc.10.9-12	<ul style="list-style-type: none"> <li>Analyze how social structures and cultures change.</li> </ul>
D2.Soc.11.9-12	<ul style="list-style-type: none"> <li>Analyze the influence of the primary agents of socialization and why they are influential.</li> </ul>
D2.Soc.13.9-12	<ul style="list-style-type: none"> <li>Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.</li> </ul>
D2.Soc.15.9-12	<ul style="list-style-type: none"> <li>Identify common patterns of social inequality.</li> </ul>
D2.Soc.16.9-12	<ul style="list-style-type: none"> <li>Interpret the effects of inequality on groups and individuals.</li> </ul>
D2.Civ.3.9-12.	<ul style="list-style-type: none"> <li>Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</li> </ul>
D2.Civ.5.9-12.	<ul style="list-style-type: none"> <li>Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</li> </ul>
D2.Civ.6.9-12.	<ul style="list-style-type: none"> <li>Critique relationships among governments, civil societies, and economic markets.</li> </ul>
D2.Civ.7.9-12.	<ul style="list-style-type: none"> <li>Apply civic virtues and democratic principles when working with others.</li> </ul>
D2.Civ.9.9-12.	<ul style="list-style-type: none"> <li>Use appropriate deliberative processes in multiple settings.</li> </ul>
D2.Civ.10.9-12.	<ul style="list-style-type: none"> <li>Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</li> </ul>
D2.Civ.12.9-12.	<ul style="list-style-type: none"> <li>Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</li> </ul>

D2.Civ.13.9-12.	<ul style="list-style-type: none"> <li>Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</li> </ul>
D2.Civ.14.9-12.	<ul style="list-style-type: none"> <li>Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</li> </ul>
D2.Eco.9.9-12.	<ul style="list-style-type: none"> <li>Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</li> </ul>
D2.Eco.12.9-12.	<ul style="list-style-type: none"> <li>Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.</li> </ul>
D2.Eco.13.9-12.	<ul style="list-style-type: none"> <li>Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</li> </ul>
D2.Geo.2.9-12.	<ul style="list-style-type: none"> <li>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</li> </ul>
D2.Geo.6.9-12.	<ul style="list-style-type: none"> <li>Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</li> </ul>
D2.Geo.8.9-12.	<ul style="list-style-type: none"> <li>Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</li> </ul>
D2.His.2.9-12.	<ul style="list-style-type: none"> <li>Analyze change and continuity in historical eras.</li> </ul>
D2.His.5.9-12.	<ul style="list-style-type: none"> <li>Analyze how historical contexts shaped and continue to shape people's perspectives.</li> </ul>
D2.His.7.9-12.	<ul style="list-style-type: none"> <li>Explain how the perspectives of people in the present shape interpretations of the past.</li> </ul>
D2.His.12.9-12.	<ul style="list-style-type: none"> <li>Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</li> </ul>
D2.His.14.9-12.	<ul style="list-style-type: none"> <li>Analyze multiple and complex causes and effects of events in the past.</li> </ul>
D3.1.9-12.	<ul style="list-style-type: none"> <li>Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>
D3.2.9-12.	<ul style="list-style-type: none"> <li>Evaluate the credibility of a source by examining how experts value the source.</li> </ul>
D3.3.9-12.	<ul style="list-style-type: none"> <li>Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>
D3.4.9-12.	<ul style="list-style-type: none"> <li>Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>
D4.1.9-12.	<ul style="list-style-type: none"> <li>Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> </ul>
D4.2.9-12.	<ul style="list-style-type: none"> <li>Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</li> </ul>
D4.3.9-12.	<ul style="list-style-type: none"> <li>Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</li> </ul>
D4.4.9-12.	<ul style="list-style-type: none"> <li>Critique the use of claims and evidence in arguments for credibility.</li> </ul>
D4.5.9-12.	<ul style="list-style-type: none"> <li>Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul>
D4.6.9-12.	<ul style="list-style-type: none"> <li>Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> </ul>
D4.7.9-12.	<ul style="list-style-type: none"> <li>Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</li> </ul>
D4.8.9-12.	<ul style="list-style-type: none"> <li>Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li> </ul>
<b>Common Core Standards Alignment</b>	
<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>
	<i>Shared Language</i>

Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.		
Integration of Technology		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
<ul style="list-style-type: none"><li>Leave blank, this curriculum is currently under revision, as is ours.</li></ul>		
Instructional Focus		
Enduring Understanding(s)		
<ul style="list-style-type: none"><li>Sociology is the study of the development, structure and functioning of society.</li><li>Deviance is a violation of societal norms.</li><li>Deviance can be used to define norms and values.</li><li>Deviance is a social construction.</li><li>While against the basic ideas of social control, conflict and crime can build stronger societies and generate a stronger sense of norms and values.</li></ul>		
Essential Questions		
<ul style="list-style-type: none"><li>What is the role of conflict in society? Is conflict inevitable?</li><li>What is the nature and function of deviance?</li><li>What is deviance and how do deviants fit into society?</li><li>Can society function complete and justly without crime and conflict?</li><li>What moves an individual to think and act as they do?</li></ul>		
Themes		
<ul style="list-style-type: none"><li>Ideas, Beliefs, and Culture</li><li>Politics and Power</li><li>Work, Exchange, and Technology</li></ul>		
Suggested Inquiries:		
<ul style="list-style-type: none"><li>What constitutes deviant behavior?</li><li>What are the two types of social controls?</li><li>How do sociological theories explain deviant behavior?</li><li>Why do people commit crimes?</li><li>What are the types of crime in the United States and what is the function of our criminal justice system?</li><li>What roles does deviance play in modern society?</li></ul>		
Evidence of Learning (Assessments – parenthetical notes reference competencies)		
<ul style="list-style-type: none"><li>Deviant Subgroup Project</li></ul>		

- Crime & Deviance Tic-Tac-Toe Research Project
- Crime Articles Assessment
- Oral discussions on various theories of deviance (Labeling Theory, Control Theory, etc.)

## Objectives

Students will know or learn:

- 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.

Students will be able to:

- 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.

## Modifications

Modified documents (ex. *Read Like a Historian* resources), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

## Integration

### Technology Integration and Use of Data

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

### Writing Integration

- Informative writing essays
- Research based writing

### Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

## Suggested Resources

- FBI Database
- Uniform Crime Reporting Statistics
- United States Census
- National and Local Crime Databases
- Newspapers
- The Outsiders by S.E. Hinton
- The Saints and Roughnecks by WJ Chambliss
- Mapline

- To be added as teachers and students pilot the curriculum



# Nutley Public Schools

## Social Studies Sociology

Unit #6	
Unit Title: 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	
2-3 Weeks	
Standards	
2014 NJ Social Studies Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
6.1.12.A.14.c	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.C.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (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) in promoting civil liberties and equal opportunities.
6.1.12.C.14.b	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
6.1.12.C.14.c	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
6.1.12.D.14.b	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
6.1.12.D.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
6.1.12.C.15.b	Assess economic priorities related to international and domestic needs, as reflected in the

	national budget.
6.1.12.C.16.a	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.1.12.D.16.c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
6.3.12	<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> <li>• Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.</li> <li>• Analyze sources of prejudice and discrimination and propose solutions to eliminate them.</li> <li>• Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.</li> <li>• Critically analyze information, make ethical judgments, and responsibly address controversial issues.</li> <li>• Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.</li> <li>• Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.</li> <li>• Take actions that result in a more just and equitable society.</li> </ul>

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### **C3 Framework Inquiry Arc**

<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit.</li> <li>• Explain how essential questions concerning social class &amp; inequality are linked to important issues and themes in sociology..</li> <li>• Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions.</li> <li>• Identify points of agreement and disagreement among scholars and sources in regarding social class &amp; inequality.</li> <li>• Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Apply unit-appropriate sociological methods, concepts, and theories to develop a data and evidence-based hypothesis that addresses the compelling inquiry question, connecting the sociological perspective to the perspectives of other relevant social science disciplines.</li> <li>• Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding social class &amp; inequality.</li> <li>• Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry.</li> <li>• Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to social class &amp; inequality.</li> <li>• Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.</li> </ul>
<i>Dimension 3 – Evaluating Sources and Using</i>	<i>Dimension 4 – Communicating Conclusions and Taking</i>

<i>Evidence</i>		<i>Informed Action</i>
Students will: <ul style="list-style-type: none"><li>Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility.</li><li>Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims.</li></ul>		Students will: <ul style="list-style-type: none"><li>Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.</li><li>Critique the strengths and weaknesses of presented solutions to inquiries.</li><li>Possible examples include:<ul style="list-style-type: none"><li>Sociological experiments, data collection, and interpretation and presentation.</li><li>Informative and argumentative essays</li><li>Debates</li><li>Role playing (ex. advisor advocating reforms)</li><li>Socratic Seminar, Harkness Tables</li><li>Creation of interactive digital maps and graphical presentations.</li></ul></li></ul>
<i>C3 Framework Indicators (K-12 Pathways)</i>		
<i>C3 Indicator</i>	<i>C3 Indicator Description (Delete any not used)</i>	
D1.1.9-12.	<ul style="list-style-type: none"><li>Explain how a question reflects an enduring issue in the field.</li></ul>	
D1.2.9-12.	<ul style="list-style-type: none"><li>Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.</li></ul>	
D1.3.9-12.	<ul style="list-style-type: none"><li>Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li></ul>	
D1.4.9-12.	<ul style="list-style-type: none"><li>Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li></ul>	
D1.5.9-12.	<ul style="list-style-type: none"><li>Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li></ul>	
D2.Soc.1.9-12	<ul style="list-style-type: none"><li>Explain the sociological perspective and how it differs from other social sciences.</li></ul>	
D2.Soc.2.9-12	<ul style="list-style-type: none"><li>Define social context in terms of the external forces that shape human behavior.</li></ul>	
D2.Soc.3.9-12	<ul style="list-style-type: none"><li>Identify how social context influences individuals.</li></ul>	
D2.Soc.4.9-12	<ul style="list-style-type: none"><li>Illustrate how sociological analysis can provide useful data-based information for decision making.</li></ul>	
D2.Soc.8.9-12	<ul style="list-style-type: none"><li>Identify important social institutions in society.</li></ul>	
D2.Soc.9.9-12	<ul style="list-style-type: none"><li>Explain the role of social institutions in society.</li></ul>	
D2.Soc.10.9-12	<ul style="list-style-type: none"><li>Analyze how social structures and cultures change.</li></ul>	
D2.Soc.13.9-12	<ul style="list-style-type: none"><li>Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.</li></ul>	
D2.Soc.15.9-12	<ul style="list-style-type: none"><li>Identify common patterns of social inequality.</li></ul>	
D2.Soc.16.9-12	<ul style="list-style-type: none"><li>Interpret the effects of inequality on groups and individuals.</li></ul>	
D2.Soc.17.9-12	<ul style="list-style-type: none"><li>Analyze why the distribution of power and inequalities can result in conflict.</li></ul>	
D2.Soc.18.9-12	<ul style="list-style-type: none"><li>Propose and evaluate alternative responses to inequality.</li></ul>	
D2.Civ.2.9-12.	<ul style="list-style-type: none"><li>Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.</li></ul>	
D2.Civ.5.9-12.	<ul style="list-style-type: none"><li>Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</li></ul>	
D2.Civ.6.9-12.	<ul style="list-style-type: none"><li>Critique relationships among governments, civil societies, and economic markets.</li></ul>	
D2.Civ.7.9-12.	<ul style="list-style-type: none"><li>Apply civic virtues and democratic principles when working with others.</li></ul>	
D2.Civ.9.9-12.	<ul style="list-style-type: none"><li>Use appropriate deliberative processes in multiple settings.</li></ul>	
D2.Civ.12.9-12.	<ul style="list-style-type: none"><li>Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</li></ul>	

D2.Civ.14.9-12.	<ul style="list-style-type: none"> <li>Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</li> </ul>
D2.Eco.9.9-12.	<ul style="list-style-type: none"> <li>Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</li> </ul>
D2.Eco.11.9-12.	<ul style="list-style-type: none"> <li>Use economic indicators to analyze the current and future state of the economy.</li> </ul>
D2.Eco.12.9-12.	<ul style="list-style-type: none"> <li>Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.</li> </ul>
D2.Eco.13.9-12.	<ul style="list-style-type: none"> <li>Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</li> </ul>
D2.Eco.15.9-12.	<ul style="list-style-type: none"> <li>Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.</li> </ul>
D2.Geo.2.9-12.	<ul style="list-style-type: none"> <li>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</li> </ul>
D2.Geo.4.9-12.	<ul style="list-style-type: none"> <li>Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</li> </ul>
D2.Geo.5.9-12.	<ul style="list-style-type: none"> <li>Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li> </ul>
D2.Geo.8.9-12.	<ul style="list-style-type: none"> <li>Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</li> </ul>
D2.Geo.11.9-12.	<ul style="list-style-type: none"> <li>Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</li> </ul>
D2.His.2.9-12.	<ul style="list-style-type: none"> <li>Analyze change and continuity in historical eras.</li> </ul>
D2.His.3.9-12.	<ul style="list-style-type: none"> <li>Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li> </ul>
D2.His.12.9-12.	<ul style="list-style-type: none"> <li>Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</li> </ul>
D2.His.14.9-12.	<ul style="list-style-type: none"> <li>Analyze multiple and complex causes and effects of events in the past.</li> </ul>
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D4.4.9-12.	<ul style="list-style-type: none"> <li>Critique the use of claims and evidence in arguments for credibility.</li> </ul>
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D4.6.9-12.	<ul style="list-style-type: none"> <li>Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> </ul>
D4.7.9-12.	<ul style="list-style-type: none"> <li>Assess options for individual and collective action to address local, regional, and global</li> </ul>

	problems by engaging in self-reflection, strategy identification, and complex causal reasoning.	
D4.8.9-12.	<ul style="list-style-type: none"><li>Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li></ul>	
Common Core Standards Alignment		
<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
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Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
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Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
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Integration of Technology		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
<ul style="list-style-type: none"><li>Leave blank, this curriculum is currently under revision, as is ours.</li></ul>		
Instructional Focus		
Enduring Understanding(s)		
<ul style="list-style-type: none"><li>Sociology is the study of the development, structure and functioning of society.</li><li>Stratification is the division of society into classes that have unequal amount of wealth, power, and prestige.</li><li>Social stratification occurs when work and talent meet limited resources. It is maintained to solidify power and achieve status.</li></ul>		
Essential Questions		
<ul style="list-style-type: none"><li>Is social equity possible?</li><li>What is power?</li><li>How is power gained, used, and justified?</li><li>How are economic resources distributed?</li></ul>		
Themes		
<ul style="list-style-type: none"><li>Ideas, Beliefs, and Culture</li><li>Politics and Power</li><li>Work, Exchange, and Technology</li></ul>		
Suggested Inquiries:		
<ul style="list-style-type: none"><li>What are the major theories that have been proposed to explain the existence of social stratification?</li><li>How does a person’s economic stratification and geographical location affect his/her ability to provide for one’s self or family?</li><li>What role does American politics and government organization have on poverty?</li><li>What effects does poverty have on the society in which it exists?</li></ul>		

<ul style="list-style-type: none"> <li>• What role does education, health, geography, and family structure play in the effects of poverty?</li> <li>• What factors determine one's social class?</li> </ul>
<b>Evidence of Learning (Assessments – parenthetical notes reference competencies)</b>
<ul style="list-style-type: none"> <li>• How do sociologists identify social inequalities and what are the major inequalities facing our society today?</li> <li>• Cycle of Poverty Assessment</li> <li>• Poverty Research Exercise</li> <li>• Mapping American Poverty</li> <li>• Social Mobility in America Paper</li> </ul>
<b>Objectives</b>
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Social stratification and social inequality exist in societies and cultures across the world.</li> <li>• Society is divided based upon economic, social, and political factors.</li> <li>• Equality and social mobility are not as widespread in society as people may believe.</li> <li>• Poverty has a strong effect on the well being of a society.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define social stratification and explain its sociological significance.</li> <li>• Identify the three independent dimensions of ranking people in a social stratification system.</li> <li>• Explain the impact that wealth, power, and prestige has on a person's social status.</li> <li>• Examine the socio-economic, political, and cultural factors, which determine social mobility and stratification.</li> <li>• Identify the characteristics of class systems.</li> <li>• Describe the characteristics of the American class system.</li> <li>• Analyze inequality and social mobility as a vehicle within the American class system.</li> <li>• Define poverty and explain the different forms that poverty takes.</li> <li>• Define short-term poverty, long-term poverty, and the cycle of poverty.</li> <li>• Research and assess the factors contribute to short-term and long-term poverty.</li> <li>• Explain the role formal organizations (i.e. the American government) in solving problems of poverty and social inequality.</li> <li>• Research why healthcare is not available or accessible to all Americans.</li> <li>• Critique current trends in American healthcare policies.</li> </ul>
<b>Modifications</b>
Modified documents (ex. <i>Read Like a Historian</i> resources), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.
<b>Integration</b>
<b>Technology Integration and Use of Data</b>
<ul style="list-style-type: none"> <li>• Use of appropriate online resources</li> <li>• Databases</li> <li>• Online collaboration during conduct of inquiries</li> <li>• Digital mapping and heat mapping relevant available historical data to identify patterns and issues.</li> <li>• Use of presentation technology</li> </ul>
<b>Writing Integration</b>
<ul style="list-style-type: none"> <li>• Informative writing essays</li> <li>• Research based writing</li> </ul>
<b>Competencies</b>
<ul style="list-style-type: none"> <li>• Collaboration: all</li> <li>• Communication: all</li> <li>• Research: all</li> <li>• Problem Solving: all</li> </ul>

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| <ul style="list-style-type: none"><li>• Self and Global Awareness: Personal Management, Social Responsibility, Determination</li></ul>   |
| <b>Suggested Resources</b>   |
| <ul style="list-style-type: none"><li>• Teaching Tolerance</li><li>• United States Census Bureau</li><li>• Mapline</li><li>• To be added as teachers and students pilot the curriculum</li></ul> |



# Nutley Public Schools

## Social Studies Sociology

Unit #7	
Unit Title: Race & Ethnicity	
Summary and Rationale	
<p>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.</p>	
Recommended Pacing	
2-3 Weeks	
Standards	
2014 NJ Social Studies Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
6.1.12.A.14.c	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
6.1.12.A.14.f	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
6.1.12.D.14.b	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
6.1.12.D.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.D.13.c	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.D.16.c	Determine past and present factors that led to the widening of the gap between the rich and

	poor, and evaluate how this has affected individuals and society.
6.1.12.B.14.a	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.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
6.3.12.A.2	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 such problems are universal.
6.3.12	<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> <li>• Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.</li> <li>• Analyze sources of prejudice and discrimination and propose solutions to eliminate them.</li> <li>• Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.</li> <li>• Critically analyze information, make ethical judgments, and responsibly address controversial issues.</li> <li>• Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.</li> <li>• Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.</li> <li>• Take actions that result in a more just and equitable society.</li> </ul>

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<b>C3 Framework Inquiry Arc</b>	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit.</li> <li>• Explain how essential questions concerning race &amp; ethnicity are linked to important issues and themes in sociology.</li> <li>• Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions.</li> <li>• Identify points of agreement and disagreement among scholars and sources in regarding race &amp; ethnicity.</li> <li>• Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Apply unit-appropriate sociological methods, concepts, and theories to develop a data and evidence-based hypothesis that addresses the compelling inquiry question, connecting the sociological perspective to the perspectives of other relevant social science disciplines.</li> <li>• Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding race &amp; ethnicity.</li> <li>• Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry.</li> <li>• Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to race &amp; ethnicity.</li> <li>• Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical</li> </ul>

	accounts, including student solutions to their inquiries.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> <li>Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility.</li> <li>Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.</li> <li>Critique the strengths and weaknesses of presented solutions to inquiries.</li> <li>Possible examples include: <ul style="list-style-type: none"> <li>Sociological experiments, data collection, and interpretation and presentation.</li> <li>Informative and argumentative essays</li> <li>Debates</li> <li>Role playing (ex. advisor advocating reforms)</li> <li>Socratic Seminar, Harkness Tables</li> <li>Creation of interactive digital maps and graphical presentations.</li> </ul> </li> </ul>
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<u><i>C3 Indicator</i></u>	<u><i>C3 Indicator Description</i></u>
D1.1.9-12.	<ul style="list-style-type: none"> <li>Explain how a question reflects an enduring issue in the field.</li> </ul>
D1.2.9-12.	<ul style="list-style-type: none"> <li>Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.</li> </ul>
D1.3.9-12.	<ul style="list-style-type: none"> <li>Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul>
D1.4.9-12.	<ul style="list-style-type: none"> <li>Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul>
D1.5.9-12.	<ul style="list-style-type: none"> <li>Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
D2.Soc.1.9-12	<ul style="list-style-type: none"> <li>Explain the sociological perspective and how it differs from other social sciences.</li> </ul>
D2.Soc.2.9-12	<ul style="list-style-type: none"> <li>Define social context in terms of the external forces that shape human behavior.</li> </ul>
D2.Soc.3.9-12	<ul style="list-style-type: none"> <li>Identify how social context influences individuals.</li> </ul>
D2.Soc.4.9-12	<ul style="list-style-type: none"> <li>Illustrate how sociological analysis can provide useful data-based information for decision making.</li> </ul>
D2.Soc.7.9-12	<ul style="list-style-type: none"> <li>Cite examples of how culture influences the individuals in it.</li> </ul>
D2.Soc.8.9-12	<ul style="list-style-type: none"> <li>Identify important social institutions in society.</li> </ul>
D2.Soc.9.9-12	<ul style="list-style-type: none"> <li>Explain the role of social institutions in society.</li> </ul>
D2.Soc.10.9-12	<ul style="list-style-type: none"> <li>Analyze how social structures and cultures change.</li> </ul>
D2.Soc.11.9-12	<ul style="list-style-type: none"> <li>Analyze the influence of the primary agents of socialization and why they are influential.</li> </ul>
D2.Soc.15.9-12	<ul style="list-style-type: none"> <li>Identify common patterns of social inequality.</li> </ul>
D2.Soc.16.9-12	<ul style="list-style-type: none"> <li>Interpret the effects of inequality on groups and individuals.</li> </ul>
D2.Soc.17.9-12	<ul style="list-style-type: none"> <li>Analyze why the distribution of power and inequalities can result in conflict.</li> </ul>
D2.Soc.18.9-12	<ul style="list-style-type: none"> <li>Propose and evaluate alternative responses to inequality.</li> </ul>
D2.Civ.1.9-12.	<ul style="list-style-type: none"> <li>Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</li> </ul>
D2.Civ.2.9-12.	<ul style="list-style-type: none"> <li>Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from</li> </ul>

	other countries, past and present.
D2.Civ.3.9-12.	<ul style="list-style-type: none"> <li>Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</li> </ul>
D2.Civ.5.9-12.	<ul style="list-style-type: none"> <li>Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</li> </ul>
D2.Civ.6.9-12.	<ul style="list-style-type: none"> <li>Critique relationships among governments, civil societies, and economic markets.</li> </ul>
D2.Civ.7.9-12.	<ul style="list-style-type: none"> <li>Apply civic virtues and democratic principles when working with others.</li> </ul>
D2.Civ.8.9-12.	<ul style="list-style-type: none"> <li>Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.</li> </ul>
D2.Civ.9.9-12.	<ul style="list-style-type: none"> <li>Use appropriate deliberative processes in multiple settings.</li> </ul>
D2.Civ.10.9-12.	<ul style="list-style-type: none"> <li>Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</li> </ul>
D2.Civ.12.9-12.	<ul style="list-style-type: none"> <li>Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</li> </ul>
D2.Civ.13.9-12.	<ul style="list-style-type: none"> <li>Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</li> </ul>
D2.Civ.14.9-12.	<ul style="list-style-type: none"> <li>Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</li> </ul>
D2.Eco.9.9-12.	<ul style="list-style-type: none"> <li>Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</li> </ul>
D2.Eco.11.9-12.	<ul style="list-style-type: none"> <li>Use economic indicators to analyze the current and future state of the economy.</li> </ul>
D2.Geo.1.9-12.	<ul style="list-style-type: none"> <li>Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.</li> </ul>
D2.Geo.2.9-12.	<ul style="list-style-type: none"> <li>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</li> </ul>
D2.Geo.3.9-12.	<ul style="list-style-type: none"> <li>Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.</li> </ul>
D2.Geo.4.9-12.	<ul style="list-style-type: none"> <li>Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</li> </ul>
D2.Geo.5.9-12.	<ul style="list-style-type: none"> <li>Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li> </ul>
D2.Geo.7.9-12.	<ul style="list-style-type: none"> <li>Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</li> </ul>
D2.Geo.8.9-12.	<ul style="list-style-type: none"> <li>Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</li> </ul>
D2.His.1.9-12.	<ul style="list-style-type: none"> <li>Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> </ul>
D2.His.2.9-12.	<ul style="list-style-type: none"> <li>Analyze change and continuity in historical eras.</li> </ul>
D2.His.3.9-12.	<ul style="list-style-type: none"> <li>Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li> </ul>
D2.His.5.9-12.	<ul style="list-style-type: none"> <li>Analyze how historical contexts shaped and continue to shape people's perspectives.</li> </ul>
D2.His.7.9-12.	<ul style="list-style-type: none"> <li>Explain how the perspectives of people in the present shape interpretations of the past.</li> </ul>
D2.His.9.9-12.	<ul style="list-style-type: none"> <li>Analyze the relationship between historical sources and the secondary interpretations made from them.</li> </ul>
D2.His.11.9-12.	<ul style="list-style-type: none"> <li>Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</li> </ul>
D2.His.12.9-12.	<ul style="list-style-type: none"> <li>Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</li> </ul>
D2.His.13.9-12.	<ul style="list-style-type: none"> <li>Critique the appropriateness of the historical sources used in a secondary interpretation.</li> </ul>
D2.His.14.9-12.	<ul style="list-style-type: none"> <li>Analyze multiple and complex causes and effects of events in the past.</li> </ul>
D2.His.16.9-12.	<ul style="list-style-type: none"> <li>Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</li> </ul>

D3.1.9-12.	<ul style="list-style-type: none"> <li>Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>
D3.2.9-12.	<ul style="list-style-type: none"> <li>Evaluate the credibility of a source by examining how experts value the source.</li> </ul>
D3.3.9-12.	<ul style="list-style-type: none"> <li>Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>
D3.4.9-12.	<ul style="list-style-type: none"> <li>Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>
D4.1.9-12.	<ul style="list-style-type: none"> <li>Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> </ul>
D4.2.9-12.	<ul style="list-style-type: none"> <li>Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</li> </ul>
D4.3.9-12.	<ul style="list-style-type: none"> <li>Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</li> </ul>
D4.4.9-12.	<ul style="list-style-type: none"> <li>Critique the use of claims and evidence in arguments for credibility.</li> </ul>
D4.5.9-12.	<ul style="list-style-type: none"> <li>Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul>
D4.6.9-12.	<ul style="list-style-type: none"> <li>Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> </ul>
D4.7.9-12.	<ul style="list-style-type: none"> <li>Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</li> </ul>
D4.8.9-12.	<ul style="list-style-type: none"> <li>Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li> </ul>

#### **Common Core Standards Alignment**

<u><i>C3 Dimension</i></u>	<u><i>Common Core ELA Anchor Standards</i></u>	<u><i>Shared Language</i></u>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

#### **Interdisciplinary Connections**

Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

<ul style="list-style-type: none"> <li>• Leave blank, this curriculum is currently under revision, as is ours.</li> </ul>
Instructional Focus
Enduring Understanding(s)
<ul style="list-style-type: none"> <li>• Social inequality is the unequal sharing and/or access to the resources needed to satisfy and individual's wants and needs.</li> <li>• Race and racism are powerful ideas that shape how one sees and is seen.</li> <li>• Race and racism has been a barrier to full membership in American society.</li> <li>• The unequal treatment of minorities is one of the most serious issues facing America today.</li> </ul>
Essential Questions
<ul style="list-style-type: none"> <li>• What is the role of conflict in society? Is conflict inevitable?</li> <li>• Is social equity possible?</li> <li>• Is ethnocentrism inevitable? Should we consider a position of cultural relativity?</li> <li>• What is power? Who holds the power?</li> <li>• How has society constructed the idea of race?</li> </ul>
Themes
<ul style="list-style-type: none"> <li>• Ideas, Beliefs, and Culture</li> <li>• Politics and Power</li> <li>• Work, Exchange, and Technology</li> </ul>
Suggested Inquiries:
<ul style="list-style-type: none"> <li>• How do sociologists identify social inequalities and what are the major inequalities facing our society today?</li> <li>• How do sociologists view race and how they differ in society?</li> <li>• How does the sociological view of race differ from the biological view?</li> <li>• What is the difference in racism and discrimination?</li> <li>• How do the experiences of minority groups differ in America?</li> <li>• How has immigration (both legal and illegal) affected American policies?</li> <li>• What legislation has been put into place to help combat racial inequalities? Are these policies effective?</li> </ul>
Evidence of Learning (Assessments – parenthetical notes reference competencies)
<ul style="list-style-type: none"> <li>• <i>A Class Divided</i> Paper</li> <li>• Current Racial Inequalities Research Project</li> <li>• Hate Crime Statistics Analysis</li> </ul>
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Racism and racial inequality is still significant problem and source of conflict in American society today.</li> <li>• Institutionalized discrimination is still a major factor that creates inequalities.</li> <li>• Racism is an extreme form of prejudice.</li> <li>• A relationship exists between hate crimes and stereotypes.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how functionalists, conflict theorists, and symbolic interactionists view racial inequalities.</li> <li>• Describe how identities are shaped by cultural and social influences within the context of equality and inequality.</li> <li>• Explain the difference between prejudice and discrimination.</li> <li>• List the common patterns of minority groups.</li> <li>• Differentiate and explain assimilation and cultural pluralism.</li> <li>• Explain patterns of conflict that arise due to discrimination and prejudice.</li> <li>• Research historical, social, political, and economic factors that produce diversity, equality, and inequality in the United States.</li> <li>• Explain why civil rights legislation did not end problems of discrimination in America.</li> <li>• Compare and contrast the condition of American minorities to that of the American majority.</li> </ul>

- Describe social actions that have led to greater equality and social justice in America.

### Modifications

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

## Integration

### Technology Integration and Use of Data

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

### Writing Integration

- Informative writing essays
- Research based writing

### Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

## Suggested Resources

- *A Class Divided* Film
- National Databases
- *Prom Night in Mississippi* Film
- Primary Sources – MLK's Letter From a Birmingham Jail
- Newspaper Articles
- To be added as teachers and students pilot the curriculum



# Nutley Public Schools

## Social Studies Sociology

Unit #8	
Unit Title: Sex & Gender	
Summary and Rationale	
<p>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.</p> <p>This unit looks at an overview study of sex, gender, and gender identity and the inequalities that arise when members of society are rejected or devalued based on their gender, sexuality, or gender identity. Students will distinguish the difference between sex, gender, and gender identity and the social sanctions that people face. Students will study American women in the workforce and in politics as well as women 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 equality.</p>	
Recommended Pacing	
2-3 Weeks	
Standards	
2014 NJ Social Studies Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
6.1.12.A.14.c	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
6.1.12.A.14.f	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
6.1.12.D.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
6.1.12.D.5.d	Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.
6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (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) in promoting civil

	liberties and equal opportunities.
6.1.12.D.16.a	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.2.12.D.5.d	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.
6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6.3.12.A.2	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 such problems are universal.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
6.3.12	<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> <li>• Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.</li> <li>• Analyze sources of prejudice and discrimination and propose solutions to eliminate them.</li> <li>• Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.</li> <li>• Critically analyze information, make ethical judgments, and responsibly address controversial issues.</li> <li>• Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.</li> <li>• Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.</li> <li>• Take actions that result in a more just and equitable society.</li> </ul>

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<b>C3 Framework Inquiry Arc</b>	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit.</li> <li>• Explain how essential questions concerning sex &amp; gender are linked to important issues and themes in sociology.</li> <li>• Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions.</li> <li>• Identify points of agreement and disagreement among scholars and sources in regarding sex &amp; gender.</li> <li>• Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Apply unit-appropriate sociological methods, concepts, and theories to develop a data and evidence-based hypothesis that addresses the compelling inquiry question, connecting the sociological perspective to the perspectives of other relevant social science disciplines.</li> <li>• Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding sex &amp; gender.</li> <li>• Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry.</li> <li>• Apply geospatial tools and analysis to issues of political,</li> </ul>

	<p>environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to sex &amp; gender.</p> <ul style="list-style-type: none"> <li>• Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.</li> </ul>
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility.</li> <li>• Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.</li> <li>• Critique the strengths and weaknesses of presented solutions to inquiries.</li> <li>• Possible examples include: <ul style="list-style-type: none"> <li>○ Sociological experiments, data collection, and interpretation and presentation.</li> <li>○ Informative and argumentative essays</li> <li>○ Debates</li> <li>○ Role playing (ex. advisor advocating reforms)</li> <li>○ Socratic Seminar, Harkness Tables</li> <li>○ Creation of interactive digital maps and graphical presentations.</li> </ul> </li> </ul>
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<i>C3 Indicator</i>	<i>C3 Indicator Description</i>
D1.1.9-12.	<ul style="list-style-type: none"> <li>• Explain how a question reflects an enduring issue in the field.</li> </ul>
D1.2.9-12.	<ul style="list-style-type: none"> <li>• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.</li> </ul>
D1.3.9-12.	<ul style="list-style-type: none"> <li>• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul>
D1.4.9-12.	<ul style="list-style-type: none"> <li>• Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul>
D1.5.9-12.	<ul style="list-style-type: none"> <li>• Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
D2.Soc.1.9-12	<ul style="list-style-type: none"> <li>• Explain the sociological perspective and how it differs from other social sciences.</li> </ul>
D2.Soc.2.9-12	<ul style="list-style-type: none"> <li>• Define social context in terms of the external forces that shape human behavior.</li> </ul>
D2.Soc.3.9-12	<ul style="list-style-type: none"> <li>• Identify how social context influences individuals.</li> </ul>
D2.Soc.4.9-12	<ul style="list-style-type: none"> <li>• Illustrate how sociological analysis can provide useful data-based information for decision making.</li> </ul>
D2.Soc.7.9-12	<ul style="list-style-type: none"> <li>• Cite examples of how culture influences the individuals in it.</li> </ul>
D2.Soc.8.9-12	<ul style="list-style-type: none"> <li>• Identify important social institutions in society.</li> </ul>
D2.Soc.9.9-12	<ul style="list-style-type: none"> <li>• Explain the role of social institutions in society.</li> </ul>
D2.Soc.10.9-12	<ul style="list-style-type: none"> <li>• Analyze how social structures and cultures change.</li> </ul>
D2.Soc.11.9-12	<ul style="list-style-type: none"> <li>• Analyze the influence of the primary agents of socialization and why they are influential.</li> </ul>
D2.Soc.12.9-12	<ul style="list-style-type: none"> <li>• Explain the social construction of self and groups.</li> </ul>
D2.Soc.15.9-12	<ul style="list-style-type: none"> <li>• Identify common patterns of social inequality.</li> </ul>
D2.Soc.16.9-12	<ul style="list-style-type: none"> <li>• Interpret the effects of inequality on groups and individuals.</li> </ul>
D2.Soc.17.9-12	<ul style="list-style-type: none"> <li>• Analyze why the distribution of power and inequalities can result in conflict.</li> </ul>
D2.Soc.18.9-12	<ul style="list-style-type: none"> <li>• Propose and evaluate alternative responses to inequality.</li> </ul>

D2.Civ.2.9-12.	<ul style="list-style-type: none"> <li>Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.</li> </ul>
D2.Civ.3.9-12.	<ul style="list-style-type: none"> <li>Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</li> </ul>
D2.Civ.5.9-12.	<ul style="list-style-type: none"> <li>Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</li> </ul>
D2.Civ.6.9-12.	<ul style="list-style-type: none"> <li>Critique relationships among governments, civil societies, and economic markets.</li> </ul>
D2.Civ.7.9-12.	<ul style="list-style-type: none"> <li>Apply civic virtues and democratic principles when working with others.</li> </ul>
D2.Civ.9.9-12.	<ul style="list-style-type: none"> <li>Use appropriate deliberative processes in multiple settings.</li> </ul>
D2.Civ.10.9-12.	<ul style="list-style-type: none"> <li>Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</li> </ul>
D2.Civ.12.9-12.	<ul style="list-style-type: none"> <li>Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</li> </ul>
D2.Civ.13.9-12.	<ul style="list-style-type: none"> <li>Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</li> </ul>
D2.Civ.14.9-12.	<ul style="list-style-type: none"> <li>Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</li> </ul>
D2.Eco.9.9-12.	<ul style="list-style-type: none"> <li>Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</li> </ul>
D2.Eco.10.9-12.	<ul style="list-style-type: none"> <li>Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.</li> </ul>
D2.Eco.13.9-12.	<ul style="list-style-type: none"> <li>Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</li> </ul>
D2.Geo.1.9-12.	<ul style="list-style-type: none"> <li>Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.</li> </ul>
D2.Geo.2.9-12.	<ul style="list-style-type: none"> <li>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</li> </ul>
D2.Geo.3.9-12.	<ul style="list-style-type: none"> <li>Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.</li> </ul>
D2.Geo.4.9-12.	<ul style="list-style-type: none"> <li>Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</li> </ul>
D2.Geo.8.9-12.	<ul style="list-style-type: none"> <li>Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</li> </ul>
D2.His.1.9-12.	<ul style="list-style-type: none"> <li>Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> </ul>
D2.His.2.9-12.	<ul style="list-style-type: none"> <li>Analyze change and continuity in historical eras.</li> </ul>
D2.His.3.9-12.	<ul style="list-style-type: none"> <li>Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li> </ul>
D2.His.4.9-12.	<ul style="list-style-type: none"> <li>Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</li> </ul>
D2.His.5.9-12.	<ul style="list-style-type: none"> <li>Analyze how historical contexts shaped and continue to shape people's perspectives.</li> </ul>
D2.His.14.9-12.	<ul style="list-style-type: none"> <li>Analyze multiple and complex causes and effects of events in the past.</li> </ul>
D2.His.16.9-12.	<ul style="list-style-type: none"> <li>Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</li> </ul>
D3.1.9-12.	<ul style="list-style-type: none"> <li>Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>
D3.2.9-12.	<ul style="list-style-type: none"> <li>Evaluate the credibility of a source by examining how experts value the source.</li> </ul>
D3.3.9-12.	<ul style="list-style-type: none"> <li>Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>
D3.4.9-12.	<ul style="list-style-type: none"> <li>Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>

D4.1.9-12.	<ul style="list-style-type: none"><li>Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li></ul>	
D4.2.9-12.	<ul style="list-style-type: none"><li>Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</li></ul>	
D4.3.9-12.	<ul style="list-style-type: none"><li>Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</li></ul>	
D4.4.9-12.	<ul style="list-style-type: none"><li>Critique the use of claims and evidence in arguments for credibility.</li></ul>	
D4.5.9-12.	<ul style="list-style-type: none"><li>Critique the use of the reasoning, sequencing, and supporting details of explanations.</li></ul>	
D4.6.9-12.	<ul style="list-style-type: none"><li>Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li></ul>	
D4.7.9-12.	<ul style="list-style-type: none"><li>Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</li></ul>	
D4.8.9-12.	<ul style="list-style-type: none"><li>Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li></ul>	
<b>Common Core Standards Alignment</b>		
<u><i>C3 Dimension</i></u>	<u><i>Common Core ELA Anchor Standards</i></u>	<u><i>Shared Language</i></u>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
<b>Interdisciplinary Connections</b>		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.		
<b>Integration of Technology</b>		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
<ul style="list-style-type: none"><li>Leave blank, this curriculum is currently under revision, as is ours.</li></ul>		
<b>Instructional Focus</b>		
<b>Enduring Understanding(s)</b>		
<ul style="list-style-type: none"><li>There are gender inequities and issues that contribute to challenges women face in achieving social and economic equality.</li><li>Children learn gender role behavior and expectations through socialization.</li><li>Gender is unique to a culture and is a social construction.</li></ul>		

<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• What is the role of conflict in society? Is conflict inevitable?</li> <li>• Is social equity possible?</li> <li>• How do sociologists identify social inequalities and what are the major inequalities facing our society today?</li> <li>• What shapes us into the people that we are?</li> </ul>
<b>Themes</b>
<ul style="list-style-type: none"> <li>• Ideas, Beliefs, and Culture</li> <li>• Politics and Power</li> <li>• Work, Exchange, and Technology</li> </ul>
<b>Suggested Inquiries:</b>
<ul style="list-style-type: none"> <li>• How is gender defined in our society?</li> <li>• How do gender roles affect opportunities for some groups in America?</li> <li>• What impact does our gender have on us throughout our life?</li> <li>• How do gender stereotypes affect our thinking about men's and women's roles and abilities?</li> <li>• How do social values and gender equity relate to economic freedom?</li> <li>• How do different cultures perceive the roles of women and men?</li> <li>• How has the history of U.S. treatment of minority groups changed over time? What are today's challenges?</li> <li>• How are gender behaviors learned through socialization?</li> <li>• How do gender roles lead to social inequalities in some societies?</li> <li>• What challenges does the LGBT community face today?</li> <li>• What legislation has been put in place to help combat gender inequalities? Are these policies effective?</li> </ul>
<b>Evidence of Learning (Assessments – parenthetical notes reference competencies)</b>
<ul style="list-style-type: none"> <li>• Gender in the Media Study</li> <li>• Gender Socialization Paper</li> <li>• Gender Around the World Questions</li> </ul>
<b>Objectives</b>
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Sex, gender, and gender identity are not the same.</li> <li>• Gender inequality exists across many societies.</li> <li>• Discrimination and inequality based on sex and gender occur at varying degrees around the world.</li> <li>• Definitions/categories of gender are not always binary and can vary from culture to culture.</li> <li>• Gender is a social construction.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze how gender roles affect the opportunities available to men and women in society.</li> <li>• Explain the sociological perspectives on gender and gender inequalities.</li> <li>• Explain how gender roles are affected by socialization.</li> <li>• Discuss the inequality experienced in society due to gender and gender stereotypes.</li> <li>• Analyze how agents of socialization influence the development of gender concepts.</li> <li>• Evaluate legislation that has been implemented to reduce gender inequality.</li> <li>• Explain how the media plays a large role in the perpetuation of gender stereotypes.</li> </ul>
<b>Modifications</b>
Modified documents (ex. <i>Read Like a Historian</i> resources), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.
<b>Integration</b>
<b>Technology Integration and Use of Data</b>
<ul style="list-style-type: none"> <li>• Use of appropriate online resources</li> <li>• Online collaboration during conduct of inquiries</li> <li>• Digital mapping and heat mapping relevant available historical data to identify patterns and issues.</li> </ul>

<ul style="list-style-type: none"> <li>• Use of presentation technology</li> </ul>
Writing Integration
<ul style="list-style-type: none"> <li>• Informative writing essays</li> <li>• Research based writing</li> </ul>
Competencies
<ul style="list-style-type: none"> <li>• Collaboration: all</li> <li>• Communication: all</li> <li>• Research: all</li> <li>• Problem Solving: all</li> <li>• Self and Global Awareness: Personal Management, Social Responsibility, Determination</li> </ul>
Suggested Resources
<ul style="list-style-type: none"> <li>• <i>National Geographic: Taboo</i> Documentary</li> <li>• GLAAD</li> <li>• To be added as teachers and students pilot the curriculum</li> </ul>



# Nutley Public Schools

## Social Studies Sociology

Unit #9	
Unit Title: Family and Marriage	
Summary and Rationale	
<p>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.</p> <p>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.</p>	
Recommended Pacing	
3-4 Weeks	
Standards	
2014 NJ Social Studies Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
6.1.12.A.14.c	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
6.1.12.A.14.f	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
6.1.12.D.14.b	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
6.1.12.D.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.

6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6.1.12.D.16.c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
6.3.12	<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> <li>• Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.</li> <li>• Analyze sources of prejudice and discrimination and propose solutions to eliminate them.</li> <li>• Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.</li> <li>• Critically analyze information, make ethical judgments, and responsibly address controversial issues.</li> <li>• Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.</li> <li>• Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.</li> <li>• Take actions that result in a more just and equitable society.</li> </ul>

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### **C3 Framework Inquiry Arc**

<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit.</li> <li>• Explain how essential questions concerning family &amp; marriage are linked to important issues and themes in sociology.</li> <li>• Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions.</li> <li>• Identify points of agreement and disagreement among scholars and sources in regarding family &amp; marriage.</li> <li>• Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Apply unit-appropriate sociological methods, concepts, and theories to develop a data and evidence-based hypothesis that addresses the compelling inquiry question, connecting the sociological perspective to the perspectives of other relevant social science disciplines.</li> <li>• Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding family &amp; marriage.</li> <li>• Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry.</li> <li>• Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to family &amp; marriage.</li> <li>• Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical</li> </ul>

	accounts, including student solutions to their inquiries.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> <li>Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility.</li> <li>Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.</li> <li>Critique the strengths and weaknesses of presented solutions to inquiries.</li> <li>Possible examples include: <ul style="list-style-type: none"> <li>Sociological experiments, data collection, and interpretation and presentation.</li> <li>Informative and argumentative essays</li> <li>Debates</li> <li>Role playing (ex. advisor advocating reforms)</li> <li>Socratic Seminar, Harkness Tables</li> <li>Creation of interactive digital maps and graphical presentations.</li> </ul> </li> </ul>
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<u><i>C3 Indicator</i></u>	<u><i>C3 Indicator Description</i></u>
D1.1.9-12.	<ul style="list-style-type: none"> <li>Explain how a question reflects an enduring issue in the field.</li> </ul>
D1.2.9-12.	<ul style="list-style-type: none"> <li>Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.</li> </ul>
D1.3.9-12.	<ul style="list-style-type: none"> <li>Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul>
D1.4.9-12.	<ul style="list-style-type: none"> <li>Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul>
D1.5.9-12.	<ul style="list-style-type: none"> <li>Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
D2.Soc.1.9-12	<ul style="list-style-type: none"> <li>Explain the sociological perspective and how it differs from other social sciences.</li> </ul>
D2.Soc.2.9-12	<ul style="list-style-type: none"> <li>Define social context in terms of the external forces that shape human behavior.</li> </ul>
D2.Soc.3.9-12	<ul style="list-style-type: none"> <li>Identify how social context influences individuals.</li> </ul>
D2.Soc.4.9-12	<ul style="list-style-type: none"> <li>Illustrate how sociological analysis can provide useful data-based information for decision making.</li> </ul>
D2.Soc.7.9-12	<ul style="list-style-type: none"> <li>Cite examples of how culture influences the individuals in it.</li> </ul>
D2.Soc.8.9-12	<ul style="list-style-type: none"> <li>Identify important social institutions in society.</li> </ul>
D2.Soc.9.9-12	<ul style="list-style-type: none"> <li>Explain the role of social institutions in society.</li> </ul>
D2.Soc.10.9-12	<ul style="list-style-type: none"> <li>Analyze how social structures and cultures change.</li> </ul>
D2.Soc.11.9-12	<ul style="list-style-type: none"> <li>Analyze the influence of the primary agents of socialization and why they are influential.</li> </ul>
D2.Soc.13.9-12	<ul style="list-style-type: none"> <li>Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.</li> </ul>
D2.Soc.15.9-12	<ul style="list-style-type: none"> <li>Identify common patterns of social inequality.</li> </ul>
D2.Soc.16.9-12	<ul style="list-style-type: none"> <li>Interpret the effects of inequality on groups and individuals.</li> </ul>
D2.Civ.2.9-12.	<ul style="list-style-type: none"> <li>Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.</li> </ul>
D2.Civ.5.9-12.	<ul style="list-style-type: none"> <li>Evaluate citizens' and institutions' effectiveness in addressing social and political</li> </ul>

	problems at the local, state, tribal, national, and/or international level.
D2.Civ.7.9-12.	<ul style="list-style-type: none"> <li>• Apply civic virtues and democratic principles when working with others.</li> </ul>
D2.Civ.9.9-12.	<ul style="list-style-type: none"> <li>• Use appropriate deliberative processes in multiple settings.</li> </ul>
D2.Civ.13.9-12.	<ul style="list-style-type: none"> <li>• Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</li> </ul>
D2.Civ.14.9-12.	<ul style="list-style-type: none"> <li>• Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</li> </ul>
D2.Eco.1.9-12.	<ul style="list-style-type: none"> <li>• Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</li> </ul>
D2.Eco.9.9-12.	<ul style="list-style-type: none"> <li>• Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</li> </ul>
D2.Eco.11.9-12.	<ul style="list-style-type: none"> <li>• Use economic indicators to analyze the current and future state of the economy.</li> </ul>
D2.Eco.13.9-12.	<ul style="list-style-type: none"> <li>• Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</li> </ul>
D2.Geo.1.9-12.	<ul style="list-style-type: none"> <li>• Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.</li> </ul>
D2.Geo.2.9-12.	<ul style="list-style-type: none"> <li>• Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</li> </ul>
D2.Geo.6.9-12.	<ul style="list-style-type: none"> <li>• Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</li> </ul>
D2.Geo.8.9-12.	<ul style="list-style-type: none"> <li>• Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</li> </ul>
D2.His.1.9-12.	<ul style="list-style-type: none"> <li>• Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> </ul>
D2.His.2.9-12.	<ul style="list-style-type: none"> <li>• Analyze change and continuity in historical eras.</li> </ul>
D2.His.4.9-12.	<ul style="list-style-type: none"> <li>• Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</li> </ul>
D2.His.5.9-12.	<ul style="list-style-type: none"> <li>• Analyze how historical contexts shaped and continue to shape people's perspectives.</li> </ul>
D2.His.12.9-12.	<ul style="list-style-type: none"> <li>• Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</li> </ul>
D2.His.14.9-12.	<ul style="list-style-type: none"> <li>• Analyze multiple and complex causes and effects of events in the past.</li> </ul>
D3.1.9-12.	<ul style="list-style-type: none"> <li>• Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>
D3.2.9-12.	<ul style="list-style-type: none"> <li>• Evaluate the credibility of a source by examining how experts value the source.</li> </ul>
D3.3.9-12.	<ul style="list-style-type: none"> <li>• Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>
D3.4.9-12.	<ul style="list-style-type: none"> <li>• Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>
D4.1.9-12.	<ul style="list-style-type: none"> <li>• Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> </ul>
D4.2.9-12.	<ul style="list-style-type: none"> <li>• Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</li> </ul>
D4.3.9-12.	<ul style="list-style-type: none"> <li>• Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</li> </ul>
D4.4.9-12.	<ul style="list-style-type: none"> <li>• Critique the use of claims and evidence in arguments for credibility.</li> </ul>
D4.5.9-12.	<ul style="list-style-type: none"> <li>• Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul>
D4.6.9-12.	<ul style="list-style-type: none"> <li>• Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of</li> </ul>

	local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.	
D4.7.9-12.	<ul style="list-style-type: none"><li>Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</li></ul>	
D4.8.9-12.	<ul style="list-style-type: none"><li>Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li></ul>	
Common Core Standards Alignment		
<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.		
Integration of Technology		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
<ul style="list-style-type: none"><li>Leave blank, this curriculum is currently under revision, as is ours.</li></ul>		
Instructional Focus		
Enduring Understanding(s)		
<ul style="list-style-type: none"><li>There are certain norms that influence the ways in which marriage patterns are organized around the world.</li><li>The family institution meets societal needs.</li><li>Families serve to fulfill certain functions.</li><li>There are current trends in the American family life.</li><li>The study of human nature reveals the ideals, beliefs, values, and institutions of a culture.</li></ul>		
Essential Questions		
<ul style="list-style-type: none"><li>Why do people form relationships?</li><li>What are the functions of social institutions?</li><li>What basic societal need does the family institution satisfy?</li></ul>		
Themes		
<ul style="list-style-type: none"><li>Ideas, Beliefs, and Culture</li><li>Politics and Power</li><li>Work, Exchange, and Technology</li></ul>		
Suggested Inquiries:		
<ul style="list-style-type: none"><li>What constitutes a family?</li><li>What are the functions of a family?</li></ul>		

<ul style="list-style-type: none"> <li>• What part do family roles play in social structure?</li> <li>• How are families structured around the world?</li> <li>• How does family connect to the overall societal structure?</li> <li>• How has family changed and continued over the course of time?</li> <li>• How do norms influence the ways in which marriage patterns around the world are organized?</li> <li>• How has the role of family changed over time and what impact does it have in today's society?</li> <li>• What are some of the trends in American family life currently being examined by sociologists?</li> </ul>
<b>Evidence of Learning (Assessments – parenthetical notes reference competencies)</b>
<ul style="list-style-type: none"> <li>• Life Happens Project</li> <li>• Marriage Around the World Research Activity</li> </ul>
<b>Objectives</b>
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• The definition of marriage and family.</li> <li>• Marriage is not the same around the world and serves a cultural purpose.</li> <li>• The functions of the family.</li> <li>• Current trends in the American family lifestyle (ex. Single-parent families, blended families, divorce, dual-earners, delayed childbearing, etc.).</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify which basic societal needs the family institution satisfies.</li> <li>• Examine the ways in which family life can be disrupted.</li> <li>• Compare and contrast American family values with other culture's family values.</li> <li>• Apply self-knowledge relating to the makeup of families in current times.</li> <li>• Explain factors that disrupt family life.</li> <li>• Explain current trends in the American family.</li> <li>• Compare and contrast the views of the family as proposed by the three major sociological perspectives.</li> <li>• Examine how the structure of the American family has evolved over time.</li> <li>• Analyze the impact of various social issues on family life.</li> <li>• Research and examine the role of adolescents in American family life.</li> </ul>
<b>Modifications</b>
Modified documents (ex. <i>Read Like a Historian resources</i> ), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.
<b>Integration</b>
<b>Technology Integration and Use of Data</b>
<ul style="list-style-type: none"> <li>• Use of appropriate online resources</li> <li>• Online collaboration during conduct of inquiries</li> <li>• Digital mapping and heat mapping relevant available historical data to identify patterns and issues.</li> <li>• Use of presentation technology</li> </ul>
<b>Writing Integration</b>
<ul style="list-style-type: none"> <li>• Informative writing essays</li> <li>• Argumentative writing essays</li> <li>• Research based writing</li> </ul>
<b>Competencies</b>
<ul style="list-style-type: none"> <li>• Collaboration: all</li> <li>• Communication: all</li> <li>• Research: all</li> <li>• Problem Solving: all</li> <li>• Self and Global Awareness: Personal Management, Social Responsibility, Determination</li> </ul>
<b>Suggested Resources</b>
<ul style="list-style-type: none"> <li>• To be added as teachers and students pilot the curriculum</li> </ul>

