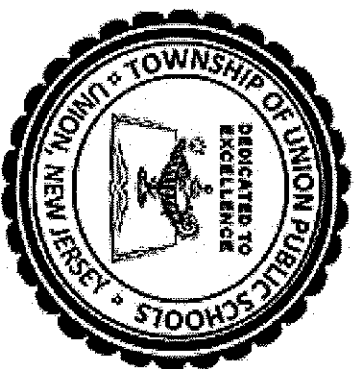


TOWNSHIP OF UNION PUBLIC SCHOOLS



Sociology

July 21, 2020

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

This course explores the nature of American society as it is reflected in our cultural environment and social groupings. The cultural values and norms we live by will be examined, as well as Sociology's evolution and place in the social sciences. The development of personality will initiate a survey of adolescent and adult development, including deviant behavior, its causes, and how society deals with it.

Ethnic groups, minorities, and race relations will be addressed. The major social institutions of family, government, economy, education, and religion and their functions will be studied in addition to the nascent institutions of science and sport. A survey of social movements and collective behavior completes the course.

A variety of skills will be integrated into the curriculum, including working cooperatively with peers, analyzing data, creating questionnaires, and doing case studies. Students will also learn to conduct interviews and surveys, do research, and utilize the scientific method.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Culture & Social Structure	40
Unit 2: The Individual in Society	30
Unit 3: Social Inequity	30
Unit 4: The Social Institution	50
Unit 5: The Changing Social World	30

Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<p>Unit 1 Culture & Social Structure</p> <p><i>Suggested Resources</i> <i>Provide links to specific resources/activities</i></p>	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.	<ul style="list-style-type: none"> Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films
	6.1.12.A.16.b	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies	
	6.1.12.D.16.a	Analyze the impact of American culture on other world cultures from multiple perspectives.	
	6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.	
6.2.12.D.6.a	Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.		
6.3.D.12.1	Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.		
	<p>Textbook: Sociology—The Study of Human Relationships.</p> <p>http://teachinghighschoolsociology.blogspot.com/</p> <p>https://thesocietypages.org/foolbox/teaching_sociology/</p> <p>https://sociology.mrdonn.org/</p> <p>http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/</p> <p>https://thesocietypages.org/sociologysource/category/in-class-activities/</p> <p>https://www.khanacademy.org/test-prep/mcat/society-and-culture/culture/v/culture-and-society</p> <p>http://www.lgbtqhistory.org/lesson/crash-course-in-intersectionality/</p>		

<p>Unit 2 The Individual in Society</p>	<p>6.1.12.A.16.a 6.1.12.A.14.h 6.1.12.A.14.e</p>	<p>Define Personality</p> <p>List influences on personality development—heredity, environment, and birth order.</p> <p>Compare and contrast theories of personality development expounded by Locke, Cooley, and Mead.</p> <p>Define socialization and re-socialization</p> <p>Explain the influence of the various agents of socialization, including family, school, and media</p> <p>Cite political and economic factors contributing to the emergence of adolescence in the United States.</p> <p>Explain the importance of adolescence in socialization.</p> <p>Identify the characteristics and problems of adolescence.</p> <p>Survey stages of adult development, noting gender differences.</p>	<ul style="list-style-type: none"> • Summary and analysis of guest speakers
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		<p>Define deviance.</p> <p>Differentiate between types of crime and deviant behavior.</p> <p>Categorize different types of crime—violent, victimless, white collar and organized.</p> <p>Explain the components of the criminal justice system—police, courts, corrections, and the juvenile justice system.</p>	
<p>Suggested Resources Provide links to specific resources/activities</p>	<p>Textbook: <u>Sociology—The Study of Human Relationships</u>. http://teachinghighschoolsociology.blogspot.com/ http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ https://thesocietypages.org/toolbox/teaching_sociology/ https://sociology.mrdonn.org/ https://thesocietypages.org/sociologysource/category/in-class-activities/</p>		
<p>Unit 3 Social Inequity</p>	<p>6.1.12.A.16.c 6.1.12.D.14.b 6.1.12.D.3.d 6.1.12.D.13.a 6.1.12.D.11.c</p>	<p>Recognize how a person's ascribed and achieved statuses affect his or her social position.</p> <p>Compare and contrast class and caste systems.</p> <p>Evaluate causes and effects of upward and downward mobility.</p>	

	<p>Define wealth, power, and prestige.</p> <p>Analyze causes and effects of poverty.</p> <p>Define race, ethnicity, and minorities.</p> <p>Determine solutions to problems associated with poverty.</p> <p>Distinguish between prejudice and discrimination.</p> <p>Explain Merton's patterns of prejudice and discrimination.</p> <p>Recognize sources of discrimination, stereotyping, and scapegoating.</p> <p>Investigate and analyze patterns of minority group treatment and reaction.</p> <p>Identify and list minority groups in the United States.</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Textbook: <u>Sociology—The Study of Human Relationships</u>. http://teachinghighschoolsociology.blogspot.com/ http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ https://thesocietypages.org/toolbox/teaching_sociology/ https://sociology.mrdn.org/ https://thesocietypages.org/sociologysource/category/in-class-activities/ https://worldsofeducation.org/en/woe_homepage/woe_detail/4881/the-role-of-schools-in-social-inequality</p>	

	<p>6.2.12.D.5.d 6.2.12.C.6.c 6.12.C.14.c 6.1.12.A.15.b 6.1.12.A.10.c 6.2.12.C.5.c 6.1.12.C.5.a 6.1.12.A.16.c</p>	<p>What is a social institution? What makes a family? What are the varying types of family structure? How are trends in families changing in America today? What is an aspect of social behavior that YOU would like to research?</p>	
<p>Unit 4 The Social Institution</p>	<p>Textbook: <u>Sociology—The Study of Human Relationships</u>. http://teachinghighschoolsociology.blogspot.com/ http://www.jgbridgishistory.org/course/high-school-lesson-plans-general-lgbtq/ https://thesocietypages.org/toolbox/teaching_sociology/ https://sociology.mrdonn.org/ https://thesocietypages.org/sociology/source/category/in-class-activities/</p>		
<p>Suggested Resources Provide links to specific resources/activities</p>			
<p>Unit 5 The Changing Social World</p>	<p>6.1.12.B.14.b 6.3.12.A.1</p>	<p>Define collective behavior. List and apply preconditions needed for collective</p>	

	<p>behavior to occur, as per Neil Smelser.</p> <p>Identify different types of collective behavior—mass hysteria, urban legends, fashion, riots.</p> <p>Define social movements and their characteristics.</p> <p>Define various social movements, including revolution and reform.</p>	
<p>Suggested Resources Provide links to specific resources/activities</p>	<p>Textbook <u>Sociology—The Study of Human Relationships</u>. http://teachinghighschoolsociology.blogspot.com/ http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ https://thesocietypages.org/foolbox/teaching_sociology/ https://sociology.mrdonn.org/ https://thesocietypages.org/sociologysource/category/in-class-activities/ https://www.teachingforchange.org/ https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students/appendix-b-lgbtq-historical-figures</p>	

Curricular Units

Unit 1: Culture & Social Structure

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to)</i>
<p>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.</p> <p>6.1.12.A.16.b Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.</p> <p>6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.</p>	<p>What is Sociology and why study it?</p> <p>Who were the early Sociologists and what did they believe?</p> <p>What are the Sociological Perspectives?</p> <p>What is culture?</p> <p>What are cultural variations?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Students will respond to “Where Have our Values Gone” questions.</p> <p>American Media Values Study: Select an advertisement, show, social media platform, celebrity magazine, literature, song etc. and identify examples of culture.</p> <p>Breaking Social Norms and Folkways Project Students will work in groups to develop a theory concerning what they believe are folkways in American culture and the response when those folkways are deliberately broken. Students will then design and conduct a video survey demonstrating the identified folkway being broken and responses of people in relation to that broken folkway. Students tabulate results and report on findings.</p>
<p>6.2.12.D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.</p>	<p>How does society change?</p> <p>How is conformity encouraged?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p>	<p>Students will engage in dialogue and discussion with senior citizens to understand, compare and reflect on the socialization experiences of others in different generations.</p>

<p>6.2.12.D.6.a</p> <p>Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.</p> <p>6.3.D.12.1</p> <p>Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.</p>	<p>How is society structured?</p>	<p>Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Discuss examples of etiquette, norms and folkways,</p>
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Unit 1 Assessment Plan		
Formative Assessment		Summative Assessment
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Tests, Quizzes, Projects</p>

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions/ (Google translate b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques b. Extension/ Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities</p>

<p>NJSIS - Technology</p>	<p>Unit 1 Connections</p>	<p>Career Readiness Practices</p>
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<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p>
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p><i>21st Century Skills</i> <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><i>Interdisciplinary Connections</i> <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: Written research on various social movements.</p> <p>Music: Study of music connected to social reform.</p>

Unit 2: The Individual in Society

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.1.12.A.16.a</p> <p>Examine the impact of media and technology on political and social issues in a global society.</p> <p>6.1.12.A.14.h</p> <p>Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.</p> <p>6.1.12.A.14.e</p> <p>Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.</p>	<p>What is personality?</p> <p>What is socialization?</p> <p>What is deviance?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Students will read articles on personality and write written responses.</p> <p>Students will complete “Socially I am _____.” Students will write what comes to mind quickly. Students will relate how they became that way.</p> <p>Student will identify and categorize deviant acts or deviant attributes and rate them on a scale of 1-4.</p>

Unit 2 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p>Tests, Quizzes, Projects</p>

Unit 2 Suggested Modifications/Accommodations/Extension Activities			
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	
<p>a. Read written instructions</p> <p>b. Students may be provided with note organizers/ study guides to reinforce key topics.</p> <p>c. Model and provide examples</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p>	<p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. Enrichment Activities</p>	

d. Extended time on assessments when needed.

Unit 2 Connections

<p>NJSLS - Technology</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p>	<p>Career Readiness Practices</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p>
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p>21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p>Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p>	<p>English: Written research on various social movements.</p> <p>Music: Study of music connected to social reform.</p>

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Unit 3: Social Inequity

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples (The Student will be able to:)
<p>6.1.12.A.16.c Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.</p> <p>6.1.12.D.14.b Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.</p> <p>6.1.12.D.3.d Analyze the role education played in improving economic opportunities and in the development of responsible citizens.</p>	<p>How and why did American society construct the idea of race and to empower some while denying others?</p> <p>How are ideas of gender identity reinforced through socialization?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led</p> <p>PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Conduct a media study via music, literature, television, magazines, social media about popular culture representation of minority groups, women, men, or other groups facing social stigmatization.</p> <p>Assemble various pieces of evidence to analyze media representations of groups in society.</p> <p>Use evidence to draw conclusions regarding socialization, biases and stereotyping to report on the power, or privilege of this group and access to equal opportunities in society.</p>
<p>6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were</p>	<p>How do race and gender affect and individual’s opportunities in society?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p>	<p>Create a timeline for a stratified group in the United States in the past 100 years.</p> <p>Conduct research to report on demographic information, the</p>

<p>needed to ensure civil rights for African Americans.</p>	<p>6.1.12.D.11.c Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.</p>	<p>How do traditional roles of men and women dictate education, job and social opportunities?</p> <p>What common experiences do people of color share in the United States?</p> <p>What stereotypes about men and women restrict behavior and actions?</p>	<p>Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>attitudes and discrimination faced, major issues and goals of the group, policies in place and the extent to which they are effective in improving the social, political and economic position of this group</p>	<p>Students will engage in dialogue and discussion with senior citizen participants to understand, compare and reflect on the socialization experiences of others in different generations.</p>	<p>Keep a current events log and journal chronicling a specific topic such as minorities in politics, media, criminal justice, economics, and finance or gender and politics, finance, media, criminal justice economic, and whether or not the event reported challenges or reinforces ideas of inequality and stratification.</p>	<p>Web quest investigation and responses to teacher created comprehension analysis and reflection questions on racial history, timeline, conceptions</p>
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			and ideas of race, definitions of race and whiteness, data on health, education, income, financial, and social data on racial inequalities.
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Unit 3 Assessment Plan			
Formative Assessment			Summative Assessment
<i>When possible, provide links to specific samples/documents/ assignments/etc.</i>		<i>When possible provide links to specific samples/documents/ assignments/etc.</i>	
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,			Tests, Quizzes, Projects

Unit 3 Suggested Modifications/Accommodations/Extension Activities			
English Language Learners (ELL)	Special Education / 504		Gifted and Talented
<i>When possible, provide links to specific samples/documents/ assignments/etc.</i>	<i>When possible, provide links to specific samples/documents/ assignments/etc.</i>		<i>When possible, provide links to specific samples/documents/ assignments/etc.</i>
<ul style="list-style-type: none"> a. Read written instructions b. Students may be provided with note organizers / study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal 	<ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. e. Student may complete assessments in alternate setting when requested. f. Establish a non-verbal cue to redirect student 		<ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Presentations
h. Highlight Key Words & Phrases

when not on task.

Unit 3 Connections	
<p>NISLS - Technology</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NI Technology Standards</i></p>	<p>Career Readiness Practices</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NI Career Readiness Practices</i></p>
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p>21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p>Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NI Student Learning Standards</i></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p>	<p>English: Written research on various social movements.</p> <p>Music: Study of music connected to social reform.</p>

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Unit 4: The Social Institution

Content Standards	Critical Knowledge & Skills (*"Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/ assignments/ etc.</i>
6.2.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.	What is a social institution?	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts. Individual/Group Presentations Document Based Question analysis and essays	In groups, students will use Chromebooks to edit textbook statistics on various family trends and report to class on changes.
6.2.12.C.6.c Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.	What part do family roles play in social structure?	Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	List characteristics of ideal mate, males and females, compare lists. Essays and short answer assignments.
6.12.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.	What are the varying types of family structure?		Analyze information from media sources. Chart results from surveys using graphs.
6.1.12.A.15.b Determine the			

<p>effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.</p>			
<p>6.1.12.A.10.c Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.</p>	<p>How are trends in families changing in America today?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Marriage and Family Life Survey Essays and short answer assignments.</p>
<p>6.2.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.</p>	<p>How has the economy changed the family structure?</p>		<p>Analyze information from media sources.</p>
<p>6.1.12.C.5.a Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.</p>	<p>How has technology changed families?</p>		<p>Chart results from surveys using graphs.</p>
<p>6.1.12.A.16.c Assess from various perspectives the</p>			

effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.			
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Unit 4 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
a. Read written instructions b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Unit 4 Connections		
NISIS - Technology	Career Readiness Practices	
<i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards</i>	<i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices</i>	
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.	
8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all		

<p>worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP11. Use technology to enhance productivity.</p>
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>21st Century Skills</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>Interdisciplinary Connections</p> <p>English: Written research on various social movements.</p> <p>Music: Study of music connected to social reform.</p>

<h2 style="text-align: center;">Unit 5: The Changing Social World</h2>			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.1.12.B.14.b</p> <p>Analyze how regionalization, urbanization, and</p>		<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p>	<p>Essays and short answer assignments.</p>

<p>suburbanization have led to social and economic reform movements in New Jersey and the United States.</p> <p>6.3.12.A.1</p> <p>Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.</p>	<p>What is collective behavior?</p> <p>Define various social movements, including revolution and reform.</p>	<p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos /Documentaries /Films</p> <p>Summary and analysis of guest speakers</p>	<p>Analyze information from media sources.</p> <p>Chart results from surveys using graphs.</p>
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Unit 5 Assessment Plan	
<p>Formative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides</p>	<p>Summative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>

Unit 5 Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL)</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions</p> <p>b. Students may be provided with note organizers/ study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p> <p>f. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p> <p>h. Highlight Key Words & Phrases</p>	<p>Special Education / 504</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> <p>E. Student may complete assessments in alternate setting when requested.</p>	<p>Gifted and Talented</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. Enrichment Activities</p>

<p align="center">NJSLS - Technology</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p>	<p align="center">Career Readiness Practices</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p>
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p align="center">21st Century Skills</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p align="center">Interdisciplinary Connections</p> <p align="center"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: Written research on various social movements.</p> <p>Music: Study of music connected to social reform.</p>

