

# Sociology

## Grades 10-12

**Prepared by:**

Paul Marino

*Superintendent of Schools:*

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

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Born on Date August 22, 2022

## **Sociology**

### **Course Description:**

Students will study the characteristics of human beings and their relationships in an attempt to better understand human behavior in today's society. Using a scientific and sociological approach, the teacher will make clear that the study of human relationships is affected by the environment in which they develop. A cross section of sociological theories will be presented in which students will understand the role of adolescence and how to achieve self acceptance. Students will evaluate this information and form their own opinions as to the validity of the research in terms of their own life experiences. In addition to a solid academic background, students will also be provided with the opportunity for personal growth. Through a variety of structured personal growth exercises, assignments, and discussions, students will develop a better knowledge, insight, and acceptance of themselves

### **Course Sequence:**

Unit 1: Social Structure and Culture 2 ½ Weeks

Unit 2: Individual in Society 5 Weeks

Unit 3: Social Inequality 6 Weeks

Unit 4: Social Institutions 4 ½ Weeks

Unit 5: The Changing Social Works 2 Weeks

**Prerequisite: None**

**Unit # - Overview****Content Area: Sociology****Unit Title: Social Structure and Culture****Grade Level: 10-12****Core Ideas:**

This unit begins with a look at sociological perspectives; examining unfamiliar and familiar worlds. In addition, key sociologists with their theories based in the sciences will be explored. Students will also understand the “social sciences” and how they address the social world; sociology seeks to explain the actions of why something happens and applies theories to address and predict human behavior. Unit 1 continues with a look at culture consisting of language, beliefs, values, norms and material objects that are inherent within society. The study of culture is subdivided into material culture and nonmaterial culture and how they affect the social world. Finally students look at ethnocentrism, cultural relativism, and culture shock. The study of Sociology also examines the socialization of human behavior: nature vs. nurture. This study looks at several key sociologists who debate the issues of reasoning skills, morality, personality, and a sense of self. Socialization concepts are also important to study basic social norms: genders, region, class and how people learn behaviors. Finally, a look at “total institutions” is examined and how these institutions resocialize the individual to reenter society. Social Structures and Interaction components include culture, social class, social status, roles, groups, and social institutions (family, religion, law, politics, economics, education, science, medicine, the military and mass media) and how these components underlie a person's perceptions, attitudes and behaviors. Social networks, bureaucracy and formal organizations end this unit. Students study the cause and effects of social groups and their importance in society and why organization is the key “to get its job done.” With the development of formal organizations secondary groups emerge to achieve specific objectives.

**Unit # - Standards****Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSL)**NCSS #1:  
Culture

Culture: human beings create, learn, share and adapt to culture. Cultures are dynamic and change over time. Through experience, observation and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.

NCSS #2:  
Time,  
Continuity,  
and Change

Time, continuity and change allow students to study the past to understand the human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place. An ability to read, reconstruct and interpret the past allows us to connect the present with past perspectives.

NCSS#3:  
People,  
Places and  
Environment

People, places and the environment enable the student to understand the relationship between human populations and the physical world. Students develop an understanding of spatial perspective, and examine changes in the relationship between peoples, places, and the environment.

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| NCSS# 4:<br>Individual<br>Developme<br>nt and<br>Identity | Individual development and identity allows students to learn that personal identity is shaped by an individual’s culture, by groups, institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout their development. Students examine questions related to identity and development and allow them to describe factors important to the development of personal identity including family, peers, schools and communities.   |
| NCSS #5:<br>Individuals,<br>Groups and<br>Institutions    | Institutions are the formal and informal political, economic and social organizations that help us carry out, organize, and manage our daily affairs. Students learn how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. Students will also identify those institutions that they encounter.  |
| NCSS # 6:<br>Power,<br>Authority,<br>and<br>Governance    | Power, authority and governance have students explore the development of civic competence which requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority and governance. It also requires knowledge of the evolving functions of these structures in contemporary US society, as well as in other parts of the world. Students also study the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society that allows learners to become more effective problem- |

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|  | solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.  |
| NCSS #7:<br>Production,<br>Distribution,<br>and<br>Consumption | Production, distribution and consumption looks at how people have wants that often exceed the limited resources available to them. Students will gather and analyze data, as well as use critical thinking skills to determine how best to deal with scarcity of resources.  |
| NCSS #8:<br>Science,<br>Technology<br>and Society              | Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.  |
| NCSS #9:<br>Global<br>Connections                              | Global connections have intensified and accelerated the changes faced at the local, national, and international levels. Students analyze the costs and benefits of increased global connections, and evaluations of the tensions between national interests and global priorities, contribute to the development of possible solutions to persistent and emerging global issues. |
| NCSS #10:<br>Civil Ideals<br>and Practices                     | An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.                     |
| <b>Career Readiness, Life Literacies, and Key Skills</b>       |  |
| 9.1.12.CFR.4   | Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures   |
| 9.2.12.CAP.13  | Analyze how the economic, social, and political conditions of a time period can affect the labor market  |

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| 9.4.12.GCA.1   | Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others   |
| <b>Computer Science and Design Thinking</b>                                  |   |
| 8.2.12.ITH.3   | Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.  |
| 8.2.12.EC.3  | Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience  |
| <b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)</b> |   |
| LGBTQ+ Mandate   | Understand how early American norms of gender and sexuality were adopted from Eurocentric norms and served to repress core tenets of various cultures throughout history and in society in the present day.   |
| Amistad/Holocaust Mandate  | Explain how means of oppression change across time and culture  |
| Handicap Mandate   | Analyze the effectiveness of societies to create inclusive environments for peoples with disabilities throughout history.   |
| AAPI   | Analyze the contributions of Asian-American/Pacific Islanders to cultural achievements and cultural diversity.  |
| SEL  | <ul style="list-style-type: none"> <li>● Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>● Utilize positive communication and social skills to interact effectively with others</li> </ul> |
| <b>Interdisciplinary Connection</b>  |   |
| MS-ESS3-4  | Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.   |
| WHST.11-12.6.  | Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information  |
| <b>Companion Standards ELA/L</b>   |   |

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| NJSLSA.R1. | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text |
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| NJSLSA.R8.  | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence                                 |
| RH.9-10.1.  | Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information                    |
| RH.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text                       |
| NJSLSA.W7   | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. |
| NJSLSA.W8.  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism                    |

**Unit Essential Question(s):**

- What is sociology, and how does having a sociological imagination help us to understand society and us?
- How do values, norms, and symbols reflect the culture of a society?
- How do the major components of the social structure affect society and human interaction?

**Unit Enduring Understandings:**

- Sociology allows people to shift perception and build upon society .
- Culture is the basis of a nation's value system
- Social structures provides society with a relatively stable framework that promotes continuity

**Evidence of Learning**

**Formative Assessments:**

- Do Now
- Questions
- Exit Slips
- Class discussion
- Group Work
- Discussion Worksheets
- Photo Analysis
- Analyzing research
- Short Essays
- Note Composition
- Illustrations

**Summative/Benchmark Assessment(s):**

- End of chapter quizzes and unit tests

**Alternative Assessments:**

- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

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| <p><b>Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>● Text <i>Sociology: A Down-to-Earth Approach</i>,<br/><i>Sociology: The Study of Human Relationships</i>,</li> <li>● Primary Sources</li> <li>● Google Slides</li> <li>● Text Material</li> <li>● Excerpts from Sociologists</li> </ul> | <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Material Culture</li> <li>● Nonmaterial culture</li> <li>● Socialization</li> <li>● Human Nature</li> <li>● Total Institutions</li> <li>● Social Networks</li> </ul> |
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| <b>Suggested Pacing Guide</b> |  |   |                    |
|-------------------------------|--|---|--------------------|
| Lesson Name/Topic             | Student Learning Objective(s)              | Suggested Tasks/Activities:   | Day(s) to Complete |
| 1                             | Sociological Perspectives: Social Sciences | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion<br>Questions | 1                  |
| 2                             | Prominent Sociologists                     | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion<br>Questions | 1                  |
| 3                             | Key Sociological Theories                  | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion<br>Questions | 1                  |
| 4                             | Culture                                    | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion<br>Questions | 2                  |
| 5                             | Socialization: Nature v. Nurture           | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion<br>Questions | 1                  |
| 6                             | Socialization: Theories, Key Elements      | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion<br>Questions | 4                  |

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| 7 | Social Structures                    | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion<br>Questions | 1-2 |
| 8 | Societies to Social Network          | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion<br>Questions | 1   |
| 9 | Bureaucracy and Formal Organizations | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion<br>Questions | 1   |

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

| <b>Students with Disabilities</b>    | <b>English Language Learners</b>     | <b>Gifted and Talented Students</b>  | <b>Students at Risk</b>              | <b>504Students</b>                   |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Repeat/rephrase directions as needed | Repeat/rephrase directions as needed | Repeat/rephrase directions as needed | Repeat/rephrase directions as needed | Repeat/rephrase directions as needed |
| Allow errors                         | Allow errors                         | Allow errors                         | Allow errors                         | Allow errors                         |

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| Allow extended time to answer questions | Allow extended time to answer questions | Allow extended time to answer questions | Allow extended time to answer questions | Allow extended time to answer questions |
| Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications |

**Unit # - Overview**

**Content Area: Sociology**

**Unit Title: Individual in Society**

**Grade Level: 10-12**



**Core Ideas:**

This unit looks at four sociological studies: Deviance, Social Class, Adolescence and the Elderly. Sociologically, deviance refers to any violation of rules and norms; thus is relative. The functionalist theory contends that deviance contributes to the social order by clarifying moral boundaries, promoting social unity and initiating social change. Conflict theorists look at the law and criminal justice system and how power plays a central role in defining and punishing deviance. Regarding Social Class, students explore the fact that sociologists have no clear-cut definition of social class. Wealth and income are not synonymous, and are unequally distributed within society. Social class also affects and/or influences people's health, family life, education, religion, and politics; however class is fluid and offers opportunities and social mobility both vertically and horizontally along the social class ladder. Three basic types of social mobility are discussed: intergenerational, structural, and exchange. Students will then study the concept of adolescence in our society. Themes include dating, drug use, and suicide. Finally students study the elderly and how this increasing age group is affecting society. Students look at the draining of resources, the stereotypes and labels experienced by aging in addition to the functionalist and conflict perspectives on this topic.

**Unit # - Standards****Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**

NCSS#3:  
People,  
Places and  
Environment

People, places and the environment enable the student to understand the relationship between human populations and the physical world. Students develop an understanding of spatial perspective, and examine changes in the relationship between peoples, places, and the environment.

NCSS# 4:  
Individual  
Development  
and  
Identity

Individual development and identity allows students to learn that personal identity is shaped by an individual's culture, by groups, institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout their development. Students examine questions related to identity and development and allow them to describe factors important to the development of personal identity including family, peers, schools and communities

**Career Readiness, Life Literacies, and Key Skills**

9.1.12.CFR.4

Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures

9.2.12.CAP.13

Analyze how the economic, social, and political conditions of a time period can affect the labor market

9.4.12.GCA.1

Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others

**Computer Science and Design Thinking**

8.2.12.ITH.3

Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.EC.3

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

**Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)**

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| LGBTQ+ Mandate                      | Understand how early American norms of gender and sexuality were adopted from Eurocentric norms and served to repress core tenets of various cultures throughout history and in society in the present day.   |
| Amistad/ Holocaust Mandate          | Explain how means of oppression change across time and culture  |
| Handicap Mandate                    | Analyze the effectiveness of societies to create inclusive environments for peoples with disabilities throughout history.   |
| AAPI                                | Analyze the contributions of Asian-American/Pacific Islanders to cultural achievements and cultural diversity.  |
| SEL                                 | <ul style="list-style-type: none"> <li>● Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>● Utilize positive communication and social skills to interact effectively with others</li> </ul> |
| <b>Interdisciplinary Connection</b> |   |
| MS-ESS3-4                           | Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.   |
| WHST.11-12.6.                       | Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information  |
| <b>Companion Standards ELA/L</b>    |   |
| NJSLSA.R1.                          | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text   |
| NJSLSA.R8.                          | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence   |
| RH.9-10.1.                          | Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information  |
| RH.11-12.4.                         | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text   |
| NJSLSA.W7                           | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.   |
| NJSLSA.W8.                          | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism  |

**Unit Essential Question(s):**

- What social functions lead to deviant behavior? • How does social class affect one's daily life? • What affect does the aging population have on society?
- How did adolescence emerge out of industrialization?
- As society matures, what problems emerge that affect the adolescent?

**Unit Enduring Understandings:**

- Deviance is part of every civilized society • Social class is not dependent on wealth
- Different societies place different values on age

**Evidence of Learning****Formative Assessments:**

- Do Now
- Questions
- Exit Slips
- Class discussion
- Group Work

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- Discussion Worksheets
- Photo Analysis
- Analyzing research
- Short Essays
- Note Composition
- Illustrations

**Summative/Benchmark Assessment(s):**

- End of chapter quizzes and unit tests

**Alternative Assessments:**

- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

**Resources/Materials:**

- *Sociology: The Study of Human Relationships*, • Primary Sources
- Google Slides
- Text Material
- Excerpts from Sociologists

**Key Vocabulary:**

- Deviance
- Social Class
- Adolescence
- Elderly

**Suggested Pacing Guide**

| Lesson Name/Topic | Student Learning Objective(s) | Suggested Tasks/Activities:  | Day(s) to Complete |
|-------------------|-------------------------------|--|--------------------|
| 1                 | Deviance                      | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion | 8                  |

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|   |              | Questions   |    |
| 2 | Social Class | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion<br>Questions | 3  |
| 3 | Adolescence  | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion<br>Questions | 12 |
| 4 | Elderly      | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion<br>Questions | 3  |

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

| <b>Students with Disabilities</b>    | <b>English Language Learners</b>     | <b>Gifted and Talented Students</b>  | <b>Students at Risk</b>              | <b>505Students</b>                   |
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| Allow errors                         | Allow errors                         | Allow errors                         | Allow errors                         | Allow errors                         |

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| Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications |

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**Unit # - Overview**

**Content Area: Sociology**

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| <b>Unit Title: Social Inequality</b>   |  |
| <b>Grade Level: 10-12</b>  |  |
| <b>Core Ideas:</b>   |  |
| <p>This unit looks at four sociological studies: Global Stratification, Sex and Gender, Race and Ethnicity and Medicine and Health. Social stratification is the division of large numbers of people into layers according to their relative power, property and prestige. This concept applies to nations and to people within the nation, society or other group. Sociologists vary in theory regarding how stratification affects all of one's life chances, from access to material possession and position in society to life expectancy; this will be the emphasis of study. Next is the study of sex and gender: gender stratification refers to males' and females' unequal access to power, prestige and property based on their sex. Gender is significant because it is a master status that cuts across all aspects of social life. Students will study the debate biology vs. culture; which is responsible for gender inequity and the rise of feminism. Race and ethnicity studies the biological characteristics that distinguish one group from another and the cultural characteristics which also distinguish one group from another. Concepts of prejudice, discrimination, attitude are studied to understand negative treatment and practices embedded in social institutions. Sociological theories look at the social environment, and six global patterns between dominant and minority groups. The last study in this unit is medicine and health. Students study the applied fields of sociology and the social institutions on how they apply to medicine. Again, the comparison of functionalist theory will be compared to the conflict theorists regarding the issue of healthcare and how the system is soaring in costs and access.</p> |  |
| <b>Unit # - Standards</b>  |  |
| <b>Standards (Content and Technology):</b>   |  |
| <b>CPI#:</b>   | <b>Statement:</b>  |
| <b>Performance Expectations (NJSLs)</b>  |  |
| NCSS #1:<br>Culture  | Culture: human beings create, learn, share and adapt to culture. Cultures are dynamic and change over time. Through experience, observation and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.  |
| NCSS#3:<br>People,<br>Places and<br>Environment  | People, places and the environment enable the student to understand the relationship between human populations and the physical world. Students develop an understanding of spatial perspective, and examine changes in the relationship between peoples, places, and the environment.   |
| NCSS# 4:<br>Individual<br>Development<br>and<br>Identity   | Individual development and identity allows students to learn that personal identity is shaped by an individual's culture, by groups, institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout their development. Students examine questions related to identity and development and allow them to describe factors important to the development of personal identity including family, peers, schools and communities. |
| <b>Career Readiness, Life Literacies, and Key Skills</b>   |  |
| 9.1.12.CFR.4   | Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures   |
| 9.2.12.CAP.13  | Analyze how the economic, social, and political conditions of a time period can affect the labor market  |
| 9.4.12.GCA.1   | Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than   |

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|  | others  |
| <b>Computer Science and Design Thinking</b>                                  |   |
| 8.2.12.ITH.3   | Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.  |
| 8.2.12.EC.3  | Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience    |
| <b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)</b> |   |
| LGBTQ+ Mandate   | Understand how early American norms of gender and sexuality were adopted from Eurocentric norms and served to repress core tenets of various cultures throughout history and in society in the present day. |
| Amistad/   | Explain how means of oppression change across time and culture  |

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| Holocaust Mandate                   |   |
| Handicap Mandate                    | Analyze the effectiveness of societies to create inclusive environments for peoples with disabilities throughout history.   |
| AAPI                                | Analyze the contributions of Asian-American/Pacific Islanders to cultural achievements and cultural diversity.  |
| SEL                                 | <ul style="list-style-type: none"> <li>● Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>● Utilize positive communication and social skills to interact effectively with others</li> </ul> |
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| NJSLSA.W8.  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism                    |

**Unit Essential Question(s):**

- What theories are associated with social stratification?
- Why does the social structure lead to inequality based on gender?
- What is the impact on the healthcare system as the population ages?
- Does the healthcare system need to be reformed?

**Unit Enduring Understandings:**

- Social Stratification leads to inequality of social rewards and resources
- Gender traits are socially created and vary from culture to culture
- Society has a responsibility to provide healthcare to its citizens

**Evidence of Learning**

**Formative Assessments:**

- Do Now
- Questions
- Exit Slips
- Class discussion
- Group Work
- Discussion Worksheets
- Photo Analysis
- Analyzing research
- Short Essays
- Note Composition
- Illustrations

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**Summative/Benchmark Assessment(s):**

- End of chapter quizzes and unit tests

**Alternative Assessments:**

- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

|   |  |
|---|--|
| <b>Resources/Materials:</b> <ul style="list-style-type: none"> <li>● <i>Sociology: The Study of Human Relationships</i>, ● Primary Sources</li> <li>● Google Slides</li> <li>● Text Material</li> <li>● Excerpts from Sociologists</li> </ul> | <b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>● Global Stratification</li> <li>● Life Expectancy</li> <li>● Gender</li> <li>● Race</li> <li>● Ethnicity</li> <li>● Social Environment</li> </ul> |
|---|--|

**Suggested Pacing Guide**

| Lesson Name/Topic | Student Learning Objective(s) | Suggested Tasks/Activities:   | Day(s) to Complete |
|-------------------|-------------------------------|---|--------------------|
| 1                 | Global Stratification         | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion<br>Questions | 3 Week PBL         |
| 2                 | Sex and Gender                | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion<br>Questions | 6                  |
| 3                 | Race and Ethnicity            | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion<br>Questions | 3-6                |
| 4                 | Health and Medicine           | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion<br>Questions | 3                  |

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

|                                   |                                  |                                     |                         |                    |
|-----------------------------------|----------------------------------|-------------------------------------|-------------------------|--------------------|
| <b>Students with Disabilities</b> | <b>English Language Learners</b> | <b>Gifted and Talented Students</b> | <b>Students at Risk</b> | <b>506Students</b> |
|-----------------------------------|----------------------------------|-------------------------------------|-------------------------|--------------------|



|   |   |   |   |   |
|---|---|---|---|---|
| Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    |
| Allow errors                            | Allow errors                            | Allow errors                            | Allow errors                            | Allow errors                            |
| Allow extended time to answer questions | Allow extended time to answer questions | Allow extended time to answer questions | Allow extended time to answer questions | Allow extended time to answer questions |

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|   |   |   |   |   |
|---|---|---|---|---|
| Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications |
|---|---|---|---|---|

**Unit # - Overview**

**Content Area: Sociology**

**Unit Title: Social Institutions**

**Grade Level: 10-12**

**Core Ideas:**

This unit looks at five sociological studies: the Economy, Politics, Marriage and Family, Education and Religion. As societies become more complex, so does the economic system and its effects on social inequality. Students will look at the two main economic systems and the functionalist view of how capitalism binds groups together compared to the conflict view that capitalism focuses on power and exploitation. In politics, sociology looks at the concepts of macro politics and its exercise of power over a large group with micro politics and its impact on daily life. In addition, students learn that society needs a system of leadership and power and there are numerous types of governmental power. The functionalist vs. conflict theories are also examined regarding the distribution of power in American politics. The chapter on Marriage and the Family looks at the global differences on established norms on marriage. Once again, the functionalist and conflict theories will be explored on the family and the inequalities within the family structure. This chapter looks at elements of the family life cycle, variations in family life, the decline of the traditional family, and the trends since the 1960s, including divorce. Education is a formal agent of socialization teaching knowledge, values and skills. Formal education reflects a nation's culture and economy and functionalists believe this is essential while conflict theorists believe education keeps the elite to maintain dominance. Finally, the unit ends with religion as a unified system of beliefs and practices. Sociologists examine the relationship between society and religion and how religion affects people's lives. Once again, sociologists disagree on the importance of religion: functionalists believe it meets basic human needs by providing answers to hardship; conflict theorists study how religion reflects and reinforces social inequalities. In this chapter the concept of symbolic interactionism looks at the meanings of religious experiences, especially symbols. Sociologists have identified four types of religious groups: cults, sects, churches and ecclesiae. In addition, membership in religions varies by region, social class, age, race and ethnicity. Finally, how the concept of secularization replaces spiritual interests.

**Unit # - Standards**

**Standards (Content and Technology):**

| CPI#:   | Statement:   |
|---|--|
| <b>Performance Expectations (NJSL)</b>                    |  |
| NCSS #2:<br>Time,<br>Continuity,<br>and Change            | Time, continuity and change allow students to study the past to understand the human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place. An ability to read, reconstruct and interpret the past allows us to connect the present with past perspectives.                                |
| NCSS#3:<br>People,<br>Places and<br>Environment           | People, places and the environment enable the student to understand the relationship between human populations and the physical world. Students develop an understanding of spatial perspective, and examine changes in the relationship between peoples, places, and the environment.   |
| NCSS# 4:<br>Individual<br>Developme<br>nt and<br>Identity | Individual development and identity allows students to learn that personal identity is shaped by an individual's culture, by groups, institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout their development. Students examine questions related to identity and development and allow them to describe factors important to the development of personal identity including family, peers, schools and communities. |
| NCSS #5:<br>Individuals,<br>Groups and<br>Institutions    | Institutions are the formal and informal political, economic and social organizations that help us carry out, organize, and manage our daily affairs. Students learn how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. Students will also identify those institutions that they encounter.  |

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| NCSS #7:<br>Production,<br>Distribution,<br>and<br>Consumption | Production, distribution and consumption looks at how people have wants that often exceed the limited resources available to them. Students will gather and analyze data, as well as use critical thinking skills to determine how best to deal with scarcity of resources.  |
| NCSS #10:<br>Civil Ideals<br>and Practices                     | An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good. |
| <b>Career Readiness, Life Literacies, and Key Skills</b>       |  |
| 9.1.12.CFR.4   | Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures   |
| 9.2.12.CAP.13  | Analyze how the economic, social, and political conditions of a time period can affect the labor market  |
| 9.4.12.GCA.1   | Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others  |
| <b>Computer Science and Design Thinking</b>                    |  |
| 8.2.12.ITH.3   | Analyze the impact that globalization, social media, and access to open source technologies has had  |

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|  | on innovation and on a society's economy, politics, and culture.  |
| 8.2.12.EC.3  | Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience  |
| <b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)</b> |   |
| LGBTQ+ Mandate   | Understand how early American norms of gender and sexuality were adopted from Eurocentric norms and served to repress core tenets of various cultures throughout history and in society in the present day.   |
| Amistad/Holocaust Mandate  | Explain how means of oppression change across time and culture  |
| Handicap Mandate   | Analyze the effectiveness of societies to create inclusive environments for peoples with disabilities throughout history.   |
| AAPI   | Analyze the contributions of Asian-American/Pacific Islanders to cultural achievements and cultural diversity.  |
| SEL  | <ul style="list-style-type: none"> <li>● Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>● Utilize positive communication and social skills to interact effectively with others</li> </ul> |
| <b>Interdisciplinary Connection</b>  |   |
| MS-ESS3-4  | Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.   |
| WHST.11-12.6.  | Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information  |
| <b>Companion Standards ELA/L</b>   |   |
| NJSLSA.R1.   | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text   |
| NJSLSA.R8.   | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence   |
| RH.9-10.1.   | Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information  |
| RH.11-12.4.  | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text   |

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| NJLSA.W7   | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.   |
| NJLSA.W8.  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism  |
| <p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How do the characteristics of pure economic ideologies affect a society?</li> <li>● How does the exercise of power vary by the types of power?</li> <li>● How is the family a key agent of socialization? ●</li> </ul> <p>How does the system of education transmit the knowledge, values and patterns of behavior from one generation to another?</p> <ul style="list-style-type: none"> <li>● What basic societal needs are served by religion and how does the nature of religion vary around the world?</li> </ul>  | <p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Economic activities of individuals are controlled by the order that is maintained in society</li> <li>● Family structures evolve over time; however the family is a key socialization network</li> <li>● Education varies in each society for the youth to inherit the world</li> <li>● Society looks to give meaning to human existence and to provide societal members with the motivation for survival</li> </ul> |
| <b>Evidence of Learning</b>  |   |
| <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Do Now</li> <li>● Questions</li> <li>● Exit Slips</li> <li>● Class discussion</li> <li>● Group Work</li> <li>● Discussion Worksheets</li> <li>● Photo Analysis</li> <li>● Analyzing research</li> <li>● Short Essays</li> <li>● Note Composition</li> <li>● Illustrations</li> </ul> <p><b>Summative/Benchmark Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● End of chapter quizzes and unit tests</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Oral Testing</li> <li>● Portfolio</li> <li>● Notebook Check</li> <li>● Oral Presentations</li> </ul> |   |
| <p><b>Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>● <i>Sociology: The Study of Human Relationships</i>, ● Primary Sources</li> <li>● Google Slides</li> <li>● Text Material</li> <li>● Excerpts from Sociologists</li> </ul>   | <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Social Inequality</li> <li>● Functionalist Theories</li> <li>● Conflict Theories</li> </ul>  |
| <b>Suggested Pacing Guide</b>  |   |

| Lesson Name/Topic | Student Learning Objective(s) | Suggested Tasks/Activities:   | Day(s) to Complete |
|-------------------|-------------------------------|---|--------------------|
| 1                 | The Economy                   | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion<br>Questions | 3                  |

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| 2 | Politics            | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion<br>Questions | 4 |
| 3 | Marriage and Family | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion<br>Questions | 4 |
| 4 | Education           | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion<br>Questions | 5 |
| 5 | Religion            | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion<br>Questions | 6 |

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

|                                   |                                  |                                     |                         |                    |
|-----------------------------------|----------------------------------|-------------------------------------|-------------------------|--------------------|
| <b>Students with Disabilities</b> | <b>English Language Learners</b> | <b>Gifted and Talented Students</b> | <b>Students at Risk</b> | <b>507Students</b> |
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|---|---|---|---|---|
| Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    |
| Allow errors                            | Allow errors                            | Allow errors                            | Allow errors                            | Allow errors                            |
| Allow extended time to answer questions | Allow extended time to answer questions | Allow extended time to answer questions | Allow extended time to answer questions | Allow extended time to answer questions |
| Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications |

**Unit # - Overview**

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|   |   |
|---|---|
| <b>Content Area: Sociology</b>  |   |
| <b>Unit Title: The Changing World</b>   |   |
| <b>Grade Level: 10-12</b>   |   |
| <b>Core Ideas:</b>  |   |
| <p>This unit looks at three sociological studies: collective behavior and social movements, population and urbanization and social change and environment. Population and urbanization studies the demographics of society and its effects on least industrialized nations vs. most industrialized nations. Students will look at population trends, the importance of industry, and how people adapt to different environments, i.e. a sense of community. Urban study looks at poverty, decay and the decline in life's quality with suburbanization, disinvestment, and deindustrialization. Collective behavior looks at</p> <p>behavior in crowds vs. individual behavior such as rumors, fads, fashions, riots, moral panics, etc. Social movements are classified by sociologists by their target and amount of change the movement wants to change. Finally social change and the environment examine how society changes with technology. Numerous theorists will be studied regarding social change and whether all changes are good for society.</p> |   |
| <b>Unit # - Standards</b>   |   |
| <b>Standards (Content and Technology):</b>  |   |
| <b>CPI#:</b>  | <b>Statement:</b>   |
| <b>Performance Expectations (NJSLs)</b>   |   |
| NCSS #2:<br>Time,<br>Continuity,<br>and Change  | Time, continuity and change allow students to study the past to understand the human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place. An ability to read, reconstruct and interpret the past allows us to connect the present with past perspectives. |

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| NCSS#3:<br>People,<br>Places and<br>Environment        | People, places and the environment enable the student to understand the relationship between human populations and the physical world. Students develop an understanding of spatial perspective, and examine changes in the relationship between peoples, places, and the environment.  |
| NCSS #5:<br>Individuals,<br>Groups and<br>Institutions | Institutions are the formal and informal political, economic and social organizations that help us carry out, organize, and manage our daily affairs. Students learn how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. Students will also identify those institutions that they encounter. |
| NCSS #8:<br>Science,<br>Technology<br>and Society      | Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.   |

### **Career Readiness, Life Literacies, and Key Skills**

|               |   |
|---------------|---|
| 9.1.12.CFR.4  | Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures                            |
| 9.2.12.CAP.13 | Analyze how the economic, social, and political conditions of a time period can affect the labor market   |
| 9.4.12.GCA.1  | Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others |

### **Computer Science and Design Thinking**

|              |  |
|--------------|--|
| 8.2.12.ITH.3 | Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.                                     |
| 8.2.12.EC.3  | Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience |

### **Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)**

|                                  |   |
|----------------------------------|---|
| LGBTQ+ Mandate                   | Understand how early American norms of gender and sexuality were adopted from Eurocentric norms and served to repress core tenets of various cultures throughout history and in society in the present day. |
| Amistad/<br>Holocaust<br>Mandate | Explain how means of oppression change across time and culture  |

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| Handicap Mandate | Analyze the effectiveness of societies to create inclusive environments for peoples with disabilities throughout history. |
| AAPI             | Analyze the contributions of Asian-American/Pacific Islanders to cultural achievements and cultural diversity.            |

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| SEL | <ul style="list-style-type: none"> <li>● Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals ● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Develop, implement, and model effective problem-solving and critical thinking skills ● Utilize positive communication and social skills to interact effectively with others</li> </ul> |
|-----|--|

**Interdisciplinary Connection**

|           |   |
|-----------|---|
| MS-ESS3-4 | Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems. |
|-----------|---|

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

**Companion Standards ELA/L**

|            |   |
|------------|---|
| NJSLSA.R1. | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text |
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|            |   |
|------------|---|
| NJSLSA.R8. | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence |
|------------|---|

|            |  |
|------------|--|
| RH.9-10.1. | Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information |
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|             |   |
|-------------|---|
| RH.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text |
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|           |   |
|-----------|---|
| NJSLSA.W7 | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. |
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|            |  |
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| NJSLSA.W8. | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism |
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| <p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● What allows society’s social behavior to be spontaneous when people try to develop common solutions to unclear situations?</li> <li>● Why are social movements more deliberate and longer lasting than collective behavior?</li> <li>● How has the population growth affected social life (from countryside to city)?</li> <li>● Why do sociologists need to understand the changes that accompany industrialization and urbanization? ● What are the positive and negative consequences of modernization on social life and the natural environment?</li> <li>● What will happen to the environment if society does not control its population?</li> </ul> | <p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Collective behavior is a fundamental fact of human existence, yet adds an important dimension to our understanding of society</li> <li>● Social movements can promote or prevent societal change <ul style="list-style-type: none"> <li>● The growth of population has had a tremendous impact on many aspects of the social world</li> </ul> </li> <li>● Population and urbanization has changed the social world and the nature of human interactions</li> <li>● As the world modernizes, social change and the natural environment are affected</li> </ul> |
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## Evidence of Learning

### Formative Assessments:

- Do Now
- Questions
- Exit Slips
- Class discussion
- Group Work

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- Discussion Worksheets
- Photo Analysis
- Analyzing research
- Short Essays
- Note Composition
- Illustrations

### Summative/Benchmark Assessment(s):

- End of chapter quizzes and unit tests

### Alternative Assessments:

- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

### Resources/Materials:

- *Sociology: The Study of Human Relationships*, ● Primary Sources
- Google Slides
- Text Material
- Excerpts from Sociologists

### Key Vocabulary:

- Collective Behavior
- Social Movements
- Population
- Urbanization
- Social Change
- Environment

## Suggested Pacing Guide

| Lesson Name/Topic | Student Learning Objective(s)     | Suggested Tasks/Activities:   | Day(s) to Complete |
|-------------------|-----------------------------------|---|--------------------|
| 1                 | Collective Behavior               | Notes/Google Slides<br>Primary sources<br>Articles and reading<br>comprehension Discussion<br>Questions | 3                  |
| 2                 | Population and Urbanization       | Notes/Google Slides<br>Primary sources<br>Articles and reading<br>comprehension Discussion<br>Questions | 5                  |
| 3                 | Social Change and the Environment | Notes/Google Slides<br>Primary sources<br>Articles and reading  | 2                  |

comprehension Discussion  
Questions

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

| <b>Students with Disabilities</b>       | <b>English Language Learners</b>        | <b>Gifted and Talented Students</b>     | <b>Students at Risk</b>                 | <b>508Students</b>                      |
|---|---|---|---|---|
| Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    |
| Allow errors                            | Allow errors                            | Allow errors                            | Allow errors                            | Allow errors                            |
| Allow extended time to answer questions | Allow extended time to answer questions | Allow extended time to answer questions | Allow extended time to answer questions | Allow extended time to answer questions |

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|---|---|---|---|---|
| Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications |
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