



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*

<b>Course Title:</b>	<b>Sociology and Contemporary Issues</b>					
<b>Grade Level(s):</b>	<b>9-12</b>					
<b>Duration:</b>	<i>Full Year:</i>	<b>X</b>	<i>Semester:</i>		<i>Marking Period:</i>	
<b>Course Description:</b>	<p>The course is designed to introduce students to the sociological study of society. Sociology focuses on the systematic understanding of social interaction, social organization, social institutions, and social change. Major themes in sociological thinking include the interplay between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life. Understanding sociology helps discover and explain social patterns and see how such patterns change over time and in different settings. By making vivid the social basis of everyday life, sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life.</p> <p><i>Adopted from the American Sociological Association</i></p>					
<b>Grading Procedures:</b>	<ul style="list-style-type: none"><li>• Supportive Assessments -- 35% (Oral Presentations, Socratic Seminars, Cooperative Activities)</li><li>• Major Assessments &amp; Activities -- 35% (Tests, Benchmark Assessments, Published Writings, Projects)</li><li>• Minor Assessments &amp; Activities -- 30% (CW, Quizzes, Journals/WNB, Short Writing Responses)</li></ul>					
<b>Primary Resources:</b>	<b>Current Events</b> <b>Scholarly Journals &amp; Articles</b> <b>Student selected novel</b>					

## Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

**Designed by:**

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**Under the Direction of:**

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**Written: Brittany Mason**

**Revised:** \_\_\_\_\_

**BOE Approval:** \_\_\_\_\_

### **Units of Study**

**Unit 1: Principles of Sociology**

**Unit 2: Social Structure and Social Interactions**

**Unit 3: Race and Ethnic Relations in the United States**

**Unit 4: Social Inequalities and Current Issues**

**Unit 5: The Environment and Social Change**

## Unit 1 : Principles of Sociology

### Unit Description:

Domain 1: This unit introduces students to the study of sociology and the sociological perspective. Sociology's core theoretical and methodological content distinguishes it from other social sciences. By examining social constructions of reality and the impact of social context on human behavior, students begin to develop a sociological perspective, or sociological imagination. Students will become familiar with the major theoretical perspectives—functionalism, conflict theory, and symbolic interactionism—and learn to apply them in order to better understand social behavior and its consequences. Students will learn about methods of sociological research and advance their analytic skills by recognizing strengths and weaknesses of each theoretical and methodological approach.

*Adopted from the American Sociological Association*

### Unit Duration: 3-4 weeks

### Desired Results

#### Standard(s):

American Sociological Association National Standards for High School Sociology	English Language Arts Standards
1.1.1-4 1.2.1-3 1.3.1-5 1.4.1-3	<b><u>Reading</u></b> NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. NJSLSA.R7. NJSLSA.R8. NJSLSA.R9.  <b><u>Reading Informational Text</u></b> RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.7 RI.11-12.8 RI.11-12.9  <b><u>Writing</u></b> NJSLSA.W1 NJSLSA.W2 NJSLSA.W3 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9

#### Indicators:

**Students will** identify sociology as a scientific field of inquiry.

**Students will** compare and contrast the sociological perspective and how it differs from other social sciences.

**Students will** evaluate the strengths and weaknesses of the major methods of sociological research.

**Students will** identify, differentiate among, and apply a variety of sociological theories to American society.

<p><b>Understandings:</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Conflict theory, Structural- Functional theory and Symbolic interactionism are the major frameworks utilized by sociologists to provide a comprehensive understanding of human interactions and social phenomena.</li> <li>• Sociology as a study began as a result of changes in economic and social class during the 1800's in order to explain societal changes and behaviors subsequent to the American, French, and Industrial revolutions.</li> <li>• Philosophical origins of sociology were combined with empirically driven scientific investigation in order to examine the changing landscape of social behaviors.</li> <li>• The competition between applied sociology, designed to solve client problems, and academic sociology, designed to explain and research social issues, remains at the heart of sociological science.</li> <li>• Examine implicit and complicit bias.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the sociological perspective?</li> <li>• Why did the study of society become a valuable social science?</li> <li>• When did Sociology first appear as a separate discipline?</li> <li>• Should the purpose of sociological research be only to advance human understanding or also to reform society?</li> <li>• What are Sociology's major theoretical perspectives?</li> <li>• What trends are likely to have an impact on sociology?</li> <li>• How are the sociological perspectives utilized by sociologists to analyze and explain social behavior?</li> <li>• How and why has sociology come to be?</li> <li>• How has sociology evolved throughout time?</li> <li>• How is sociology applied practically and theoretically?</li> <li>• What is bias and how does it impact the lens in which peoples' perspective originate?</li> </ul>
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Analyze the value and meaning of Sociology as a social science.</li> <li>• Define the Sociological Imagination and identify examples in American society.</li> <li>• Examine implicit and complicit bias.</li> <li>• Identify the major approaches to sociology, including the Conflict, Functionalist, and Symbolic Interactionism Theory.</li> <li>• Trace the origins of Sociology.</li> <li>• Identify the major contributors to the Social Science</li> <li>• Explain the importance of scientific data while studying Sociology.</li> <li>• Identify the various types of Sociological research.</li> <li>• Create a sociological case study and hypothesis the conclusion.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Informal checks for understanding</li> <li>• Independent reading/student conferences</li> <li>• Independent writing/student conferences</li> <li>• Class discussions</li> <li>• Collaboration with others</li> <li>• Group work</li> <li>• Classwork</li> <li>• Homework</li> <li>• Teacher-created tests and quizzes</li> <li>• Teacher-created multimedia projects</li> </ul>
<p><b>Benchmarks:</b>  <b>Unit 1 Project</b></p>	
<p><b>Learning Plan</b></p>	

## Learning Activities:

### What is Sociology? (3-5 days)

- Define the Sociological Imagination and identify examples in American society.
- Examine various examples of factories around the world that produce common products that Americans consume. Students will use the deplorable conditions of the factories and the consumer needs as an example of sociological perspective. *True Cost* Documentary

### Origins of Sociology (2 days)

- Examine and trace the history of the rise of sociology after the Industrial Revolution.
- Identify the major contributors to the Social Science.

### Sociological Research (8 days)

- Create a survey on a student-choice topic.
- Read and analyze various examples of participant observations throughout history.
- Watch examples of field research, such as *A Class Divided*, *Stanford Prison Experiment*.
- Examine current and historical studies and have students determine the range of ethics.

## Resources:

Social Studies 9-12 Shared Folder

### Literature Resources:

*Nickel and Dimed*

*Black Like Me*

*A Class Divided*

*Stanford Prison Experiment*

### Video Resources:

*The True Cost* Documentary

*A Class Divided* video

*The Truman Show*

Various YouTube videos

### Internet Resources:

<https://www.asanet.org/>

[www.nationalgeographic.com](http://www.nationalgeographic.com)

## Varying Perspectives and Voices:

*Black Like Me*

*The True Cost* Documentary

## Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

### Standard(s):

1.3 Students will evaluate the strengths and weaknesses of the major methods of sociological research.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create a sociological study (mock) and support the major methods of sociological research used to complete the experiment.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Recognize the strengths and weaknesses in major methods of sociological research and determine which method is most effective.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify the strengths and weaknesses of the major methods of sociological research.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Standard(s):

1.1. Students will identify sociology as a scientific field of inquiry.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Evaluate how the study of Sociology can help to reform major social policies.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Trace the origins of sociology and the importance of sociology as a scientific field of study.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify sociology as a scientific field of study.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge.</li> <li>Provide ample opportunities for creative behavior.</li> <li>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>Show appreciation for creative efforts</li> <li>Respect unusual questions, ideas, and solutions.</li> <li>Encourage students to test their ideas.</li> <li>Provide opportunities and give credit for self-initiated learning.</li> <li>Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>Allow time for reflection.</li> </ul> <p><i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, allowing students to create their own sociological research study.</i></p>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content.</li> <li>Assist students in getting organized.</li> </ul>

	<ul style="list-style-type: none"> <li>• Give short directions.</li> <li>• Use drill exercises.</li> <li>• Give prompt cues during student performance.</li> <li>• Let students with poor writing skills use a computer.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Give prompt feedback.</li> <li>• Use continuous assessment to mark students' daily progress.</li> <li>• Prepare materials at varying levels of ability.</li> </ul> <p><i>Example of Modification: Students will be provided excerpts and examples of sociological studies to assist in creating their own sociological research study.</i></p>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>• When possible, use pictures, photos, and charts.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into class discussions.</li> <li>• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</li> </ul>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</p>

**Indicators:****Sociology-**

- 1.1. Students will identify sociology as a scientific field of inquiry.
- 1.2 Students will compare and contrast the sociological perspective and how it differs from other social sciences.
- 1.3 Students will evaluate the strengths and weaknesses of the major methods of sociological research.
- 1.4 Students will identify, differentiate among, and apply a variety of sociological theories.

**ELA/Literacy-**

- 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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.



## Integration of 21<sup>st</sup> Century Skills

### Indicators:

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

### Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

### Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

## Unit 2 Title: Social Structure and Social Interactions

### Unit Description:

Domain 2: This domain introduces students to the core concepts that sociologists use to explain human social behavior, including how sociologists use culture and social structure to view the social world. Students will learn how to deconstruct and evaluate culture and social structure through social institutions, individual roles and statuses, and the process of change, considering multiple levels of analysis—global, societal, local and individual. Students will also examine both culture and structure as human creations that carry on from generation to generation.

Domain 3: This domain addresses students' needs to understand their social contexts in order to understand themselves. The processes of socialization and the social construction of self both begin before birth and continue throughout life. Students will examine how groups socialize the individuals within them. They will understand that not only does society influence groups and individuals, but also that groups and individuals influence society in a reciprocal fashion. When students understand the external forces that shape their life chances, they are better able to be critical thinkers and problem solvers and take effective and informed action as individuals.

*Adopted from the American Sociological Association*

**Unit Duration: 8 weeks**

### Desired Results

#### Standard(s):

American Sociological Association National Standards for High School Sociology	English Language Arts Standards
2.1.1-3 2.2.1-4 2.3.1-2 2.4.1-3 3.1.1-3 3.2.1-4 3.3.1-4	<b><u>Reading</u></b> NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. NJSLSA.R7. NJSLSA.R8. NJSLSA.R9.  <b><u>Reading Informational Text</u></b> RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.7 RI.11-12.8 RI.11-12.9  <b><u>Writing</u></b> NJSLSA.W1 NJSLSA.W2 NJSLSA.W3 NJSLSA.W7 NJSLSA.W8

**Indicators:**

**Students will** identify major components of culture and list examples of elements that create culture.

**Students will** analyze how culture influences individuals, including themselves.

**Students will** evaluate important social institutions and how they respond to social needs.

**Students will** assess how social institutions and cultures change and evolve.

**Understandings:**

*Students will understand that...*

- Gestures, symbols, values, language, norms, sanctions, folkways, mores, and taboos are components of culture.
- Conflict theory, Structural- Functional theory and Symbolic interactionism are the major frameworks utilized by sociologists to provide a comprehensive understanding of culture.
- Sociologists consider genes to be an inadequate explanation of human behavior.
- Technology changes culture and redefines what cultural lag and cultural leveling are.
- Culture provides orientation to life and many humans practice cultural relativism.
- Cultural appropriation can be seen in various forms and can be highly offensive.
- Socialization occurs at birth and throughout a human's life.
- Children's books and media play a major role in socialization.
- Gender is taught through socialization.
- Humans conform to rules and norms to be accepted into society.

**Essential Questions:**

- What is culture?
- How does language, symbols, values, norms, and gestures create culture?
- How has the definition of culture evolved throughout time?
- How is sociology of culture applied practically and theoretically?
- What is subculture and how does a counterculture exist?
- How has the existence of technology and social media changed the definition of culture?
- What are examples of cultural universal and why are they rare?
- How do "ideal" culture and "real" culture differ?
- What is cultural appropriation.
- What is socialization?
- What are the major agents of socialization?
- How is religion an agent of socialization?
- How are we socialized to define race?
- What is desocialization?
- What is a total institution?
- How is gender taught through socialization?
- Why do people conform?
- What is the process of social control?

## Assessment Evidence

**Performance Tasks:**

- Distinguish between subcultures and countercultures
- Identify examples of global cultural universals and assess why many do not exist.
- Identify the major approaches to sociology, including the Conflict, Functionalist, and Symbolic Interactionism Theory.
- Trace how the advancement of technology and social media has changed the definition of culture.
- Compare and contrast "ideal" culture and "real" culture and provide examples.
- Participate in a Socratic seminar on what constitutes cultural appropriation.
- Evaluate the role socialization plays in human development.
- Discuss how nature and nurture play a role in socialization.
- Analyze the role of the family, school, peer group, and media in socializing young people.
- Trace the process of socialization.
- Research examples of how gender is taught through socialization.

**Other Evidence:**

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

- Recognize the dangers of conformity and unquestioned obedience to authority.
- Compare current examples and historical examples of conformity and obedience.
- Critically analyze information, make ethical judgments, and responsibly address controversial issues.
- Develop a hypothesis to the Stanford Prison experiment and other social control experiments. Then evaluate the hypothesis against the actual conclusion.

## **Benchmarks:**

### **Unit 2 Project & midterm**

## **Learning Plan**

### **Learning Activities:**

#### **1. Culture (7-8 days)**

- Read “Nacirema,” and discuss ethnocentric views on other cultures.
- Identify major elements of American culture (gestures, symbols, values, language, norms, sanctions, folkways, mores, and taboos.
- Design a museum exhibit to celebrate global cultural elements from various countries.
- Create a list of “You Know You are From \_\_\_\_\_ when...” to provide evidence of community or school culture.
- Students will participate in a Socratic Seminar to define and determine what constitutes cultural appropriation.
- Students will participate in a Socratic Seminar to determine if there is a need for prison reform.

#### **2. Socialization (15-16 days)**

- Provide examples of external factors and social groups that influence human behavior. (Agents of socialization)
- Participate in a discussion on what is more important: nature versus nurture.
- Read case studies of isolated children and determine how socialization can be achieved.
- Review Maslow’s Hierarchy of Needs and ACE’s (Adverse Childhood Experiences).
- Read “Heredity or Environment? The Case of Jack Oskar, Identical Twins” and discuss the socialization process.
- Watch “Harry Harlow’s Monkey Experiment” and find a working conclusion of the study. Once a conclusion is found, students can then relate the study to current day issues (such as foster care, prison, SES, etc...)
- Review how religion is an agent of socialization.
- Trace the importance of family and significant others in the socialization process.  
Watch a documentary from the list below to provide an example of desocialization.

#### **Gender Socialization (4-6 days)**

- Discuss when humans learn gender and how to define it.
- Analyze children’s books to determine what socialization is trying to occur.
- Conduct a research study to determine how gender is taught through socialization by visiting stores or watching commercials.
- Watch “The Mask You Live In” and discuss how society defines gender and the implications on individuals.
- Discuss the concept of gender versus sex.
- Define LGBTQIA+.
- Identify the history and discrimination of the LGBTQIA+ community has faced.

#### **3. Deviance and Social Control (6-8 days)**

- Define conformity and normative conformity and provide examples from a student-led field study.
- Identify characteristics of a bystander, perpetrator, rescuer, collaborator.
- Watch a series of sociological studies to determine why humans conform and to what extent. (Milgram, Stanford Prison, Asche Experiment)

**Resources:**

Social Studies 9-12 Shared Folder

Literature Resources:

*Genie "Wild Child"*

*The Case of Jack Oskar, Identical Twins*

*ACES Study*

*Maslow's Hierarchy of Needs*

*Homeless Children Readings*

*Socialization and Addiction Readings*

Video Resources:

*Genie "Wild Child"*

*Harry Harlow's Monkey Experiment*

*Shawshank Redemption*

*The Wave*

*Stanford Prison Experiment*

*The People's Temple*

*Various YouTube videos*

*The Mask You Live In*

*Asche Experiment*

*Stanley Milgram's Shock Experiment*

Internet Resources:

<https://www.asanet.org/>

[www.nationalgeographic.com](http://www.nationalgeographic.com)

**Varying Perspectives and Voices:**

[What is Racial Socialization?](#)

Excerpts from *The Bluest Eye*

## Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

### Standard(s):

3.3 Students will examine the social construction of groups and their impact on the life chances of individuals.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Participate in a Socratic Seminar to determine how desocialization occurs, whether social isolation in prison is effective and provide solutions of prison reform.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify the desocialization process and decide whether social isolation in prison is effective.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify the socialization and desocialization process.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge.</li> <li>Provide ample opportunities for creative behavior.</li> <li>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>Show appreciation for creative efforts</li> <li>Respect unusual questions, ideas, and solutions.</li> <li>Encourage students to test their ideas.</li> <li>Provide opportunities and give credit for self-initiated learning.</li> <li>Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>Allow time for reflection.</li> </ul> <p><i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, allowing students to participate in a Socratic Seminar but also allow space for offering solutions to prison reform.</i></p>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content.</li> <li>Assist students in getting organized.</li> <li>Give short directions.</li> <li>Use drill exercises.</li> <li>Give prompt cues during student performance.</li> <li>Let students with poor writing skills use a computer.</li> <li>Break assignments into small segments and assign only one segment at a time.</li> <li>Demonstrate skills and have students model them.</li> <li>Give prompt feedback.</li> <li>Use continuous assessment to mark students' daily progress.</li> <li>Prepare materials at varying levels of ability.</li> </ul>

	<i>Example of Modification: Students will be given a graphic organizer to illustrate the process of socialization throughout a lifetime.</i>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>• When possible, use pictures, photos, and charts.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into class discussions.</li> <li>• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</li> </ul>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<ul style="list-style-type: none"> <li>• Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</li> </ul>

## Interdisciplinary Connections

### Indicators:

#### Sociology-

- 2.1 Students will describe the components of culture.
- 2.2 Students will analyze how culture influences individuals, including themselves.
- 2.3 Students will evaluate important social institutions and how they respond to social needs.
- 2.4 Students will assess how social institutions and cultures change and evolve.
- 3.1 Students will describe the process of socialization across the life course.
- 3.2 Students will explain the process of the social construction of the self.
- 3.3 Students will examine the social construction of groups and their impact on the life chances of individuals.

#### ELA/Literacy-

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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

### Themes:

Global Awareness

Civic Literacy



Environmental Literacy  
Information, Media, and Technology

**Skills:**

Think Creatively  
Work Creatively with Others  
Implement Innovations  
Critical Thinking and Problem Solving  
Communication and Collaboration  
Information, Media and Technology Skills

### Unit 3 Title: Race and Ethnic Relations in the United States

**Unit Description:** This course introduces students to the study of race and ethnicity in American society. Students will study race as a social construct, the origins, and the result of systemic racism. The unit will examine the formation and transformation of racial systems throughout American history. Throughout the unit, the dynamics of race and ethnicity will be discussed and traced throughout United States history. In addition, students will research prejudice, discrimination, privilege while identifying strategies for social justice and social movements.

**Unit Duration: 5-6 weeks**

#### Desired Results

**Standard(s):**

American Sociological Association National Standards for High School Sociology	English Language Arts Standards
4.1.1-5 4.2.1-3 4.3.1-2 4.4.1-3	<u><b>Reading</b></u> NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. NJSLSA.R7. NJSLSA.R8. NJSLSA.R9.  <u><b>Reading Informational Text</b></u> RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.7 RI.11-12.8 RI.11-12.9  <u><b>Writing</b></u> NJSLSA.W1 NJSLSA.W2 NJSLSA.W3 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9

**Indicators:**

**Students will identify** the difference between race and ethnicity.

**Students will** describe how major sociological perspectives view race and ethnicity.

**Students will** summarize the major patterns that characterize race and ethnic groups that are marginalized in the US; LatinX, Black Americans, African Americans, Asian Americans, and Native Americans.

<p><b>Understandings:</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Race is socially constructed and not biologically determined.</li> <li>• Racism is a system of oppression.</li> <li>• Race and ethnic relations have been shaped by the United State Census.</li> <li>• Prejudice and discrimination have been tied to population trends, economy, fear, and scapegoating.</li> <li>• "Whiteness" has it contributed to systems of oppression.</li> <li>• Implicit bias shapes our feelings and actions towards certain social groups.</li> <li>• There is a history of immigration legislation in the United States of America.</li> <li>• Native Americans have experienced colonialism, population transfer and genocide which has transcended throughout today.</li> <li>• Marginalized groups have faced institutionalized discrimination throughout history and today.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is race?</li> <li>• What is racism?</li> <li>• What is the history of the concept and development of race?</li> <li>• How has race shaped society, social interactions, and public policies in the United States.</li> <li>• How have social movements and protests challenged the status quo and pushed legislative change?</li> <li>• How has population transfer, cultural pluralization, assimilation and genocide illustrated conflict theory?</li> <li>• What is an example of an individual's ethnicity and nationality?</li> <li>• What are examples of systemic racism and institutionalized discriminatory policies throughout history and today (redlining, Jim Crow, Black Codes, Dawes Severalty Act, Chinese Exclusion Act, etc..)?</li> <li>• How have racial and ethnic groups been discriminated against, historically and currently?</li> <li>• How have immigrants been perceived throughout American history?</li> <li>• How are immigrants perceived today?</li> <li>• What is white privilege and how has it contributed to systems of oppression.</li> </ul>
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Trace the history and social concept of race in the United States.</li> <li>• Compare how race and ethnicity are different.</li> <li>• Contrast psychological and sociological theories of prejudice: include fuctionalism, conflict, and symbolic interactionism.</li> <li>• Define major terms as it pertains to race and prejudice (discrimination, racism, oppression, microaggression, colorblindness, codeswitching, cultural appropriation, institutionalized discrimination).</li> <li>• Examine examples of systemic racism and institutionalized discriminatory policies throughout history and today (redlining, Jim Crow, Black Codes, Dawes Severalty Act, Chinese Exclusion Act, etc..)?</li> <li>• Trace the United States' immigration legislation throughout history.</li> <li>• Research statistics immigration and non-documented immigration in the US.</li> <li>• Identify hate groups and rhetoric in the United States.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Informal checks for understanding</li> <li>• Independent reading/student conferences</li> <li>• Independent writing/student conferences</li> <li>• Class discussions</li> <li>• Collaboration with others</li> <li>• Group work</li> <li>• Classwork</li> <li>• Homework</li> <li>• Teacher-created tests and quizzes</li> <li>• Teacher-created multimedia projects</li> </ul>
<p><b>Benchmarks:</b>  <b>Unit 4 project</b></p>	

## Learning Plan

### Learning Activities:

#### Race: Reality and Myth (3-4 days)

- Explore the myth of human variety as it pertains to race and ethnicity.
- Trace the history of race being a social construct.
- Define racism and review systems of oppression (historically and current).
- Read excerpts from various authors and primary sources to understand how the “science of race” was used to provide power and oppress the Black population.
- Explore the concept of eugenics in America.
- Examine implicit and complicit bias.
- Research the United States Census throughout history and determine how the Census has helped to shape racial categories.
- Participate in a Socratic seminar about systems of oppression.
- Explore how society becomes anti-racist.

#### Ethnic Groups (5 days)

- Discuss how race and ethnicity are different.
- Review info graphs of ethnic populations in the United States

#### Marginalized Groups (10 days)

- Summarize the major patterns that characterize race and ethnic groups that are marginalized in the US; LatianX, Black Americans, African Americans, Asian Americans, and Native Americans.
- Define major terms as it pertains to race and prejudice (discrimination, racism, oppression, microaggression, colorblindness, codeswitching, cultural appropriation, institutionalized discrimination).
- Participate in a discussion on how to be anti-racists.
- Define racism and review systems of oppression (historically and current).
- Examine examples of systemic racism and institutionalized discriminatory policies throughout history and today (redlining, Jim Crow, Black Codes, Dawes Severalty Act, Chinese Exclusion Act, etc..)?
- Identify major hate groups in America.

#### Immigration (6-8 days)

- Create a timeline to trace the history of immigration in the United States.
- Evaluate major immigration policies throughout history and current reforms.
- Research statistics immigration and non-documented immigration in the US.
- Participate in the Socratic Seminar discussing immigration reform in the United States.

### Resources:

Social Studies 9-12 Shared Folder

#### Literature Resources:

National Geographic- “Science of Race?”

Excerpts from *The New Jim Crow*

Excerpts from *White Fragility*

*The 1619 Project*

*Biased* by Dr. Jennifer Eberhardt

*The Bluest Eye* by Toni Morrison

*The Color of Law* by Richard Rothstein

[\*The Next American Revolution: Sustainable Activism for the Twenty-First Century\*](#) by Grace Lee Boggs

#### Video Resources:

*Crash*- Movie

*13<sup>th</sup> Documentary*

My hour on the history of Confederate statues in Nat Geo’s *America Inside Out*

*When They See Us*, a Netflix miniseries from Ava DuVernay about the Central Park Five

*A Class Divided*, a Frontline documentary

#### Internet Resources:

<https://www.asanet.org/>  
[www.nationalgeographic.com](http://www.nationalgeographic.com)  
[Immigration Timeline](#)  
[InCultureParent.com](http://InCultureParent.com)  
[Raceconscious.org](http://Raceconscious.org)  
[Race Matters: What Can I Do Infographic](#) | Korn Ferry

**Varying Perspectives and Voices:**

See above

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s):**

4.1 Students will identify common patterns of social inequality.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create a museum exhibit that displays examples of racial or ethnic inequalities. On the exhibit, students will create a solution and provide information to eradicate the inequity.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create a museum exhibit that displays examples of racial or ethnic inequalities. Students will also display several examples of social groups that are helping to eradicate inequalities as it pertains to their topic.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create a museum exhibit that displays examples of racial or ethnic inequalities.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge.</li> <li>Provide ample opportunities for creative behavior.</li> <li>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>Show appreciation for creative efforts</li> <li>Respect unusual questions, ideas, and solutions.</li> <li>Encourage students to test their ideas.</li> <li>Provide opportunities and give credit for self-initiated learning.</li> <li>Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>Allow time for reflection.</li> </ul> <p><i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, allowing students to choose their own topic for current events that pertain to race and ethnicity,</i></p>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content.</li> <li>Assist students in getting organized.</li> <li>Give short directions.</li> <li>Use drill exercises.</li> <li>Give prompt cues during student performance.</li> <li>Let students with poor writing skills use a computer.</li> <li>Break assignments into small segments and assign only one segment at a time.</li> <li>Demonstrate skills and have students model them.</li> <li>Give prompt feedback.</li> <li>Use continuous assessment to mark students' daily progress.</li> <li>Prepare materials at varying levels of ability.</li> </ul>

	<i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, allowing students to choose their own topic for current events that pertain to race and ethnicity.</i>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>• When possible, use pictures, photos, and charts.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into class discussions.</li> <li>• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</li> </ul>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
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## Interdisciplinary Connections

### Indicators:

#### Sociology-

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

#### ELA/Literacy-

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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

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**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

### Themes:

Global Awareness

Civic Literacy



Environmental Literacy  
Information, Media, and Technology

**Skills:**

Think Creatively  
Work Creatively with Others  
Implement Innovations  
Critical Thinking and Problem Solving  
Communication and Collaboration  
Information, Media and Technology Skills

## Unit 4 Title: Social Inequalities and Current Issues

### Unit Description:

Domain 4: This domain encourages students to evaluate systems of stratification and how socialization and group memberships affect individuals' social status. They will learn about factors that produce opportunities and advantages for some and disadvantages for others. With this understanding, students can analyze and consider potential responses to social issues on individual, local, societal and global scales.

*Adopted from the American Sociological Association*

### Unit Duration: 10 weeks

## Desired Results

### Standard(s):

American Sociological Association National Standards for High School Sociology	English Language Arts Standards
4.1.1-5 4.2.1-3 4.3.1-2 4.4.1-3	<b><u>Reading</u></b> NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. NJSLSA.R7. NJSLSA.R8. NJSLSA.R9.  <b><u>Reading Informational Text</u></b> RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.7 RI.11-12.8 RI.11-12.9  <b><u>Writing</u></b> NJSLSA.W1 NJSLSA.W2 NJSLSA.W3 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9

### Indicators:

**Students will** identify common patterns in social inequality.

**Students will** analyze the effects of social inequality on groups and individuals.

**Students will** explain the relationship between social institutions and inequality.

**Students will** assess responses to social inequality.

**Understandings:**

*Students will understand that...*

- Stratification is the division of society into classes that have unequal amounts of wealth, power, and prestige.
- Each of the three perspectives-functionalism, conflict theory, and symbolic interactionism-explains stratification in society in a different way.
- The three social classes in the United States include the upper, middle, working, and lower classes.
- Sociologists have specific definitions for minority, race, and ethnicity.
- Patterns of racial and ethnic relations take two forms: assimilation and conflict.
- Prejudice refers to attitudes while discrimination is about behavior.
- Through socialization, members of a society acquire an awareness of themselves as masculine or feminine.
- Deviance has both position and negative consequences for society.
- Functionalism forms the basis for two important theories of deviance: strain theory and control theory
- Deviance is culturally transmitted.
- The labeling theory holds that an act is deviant only if other people deem it so.
- The conflict perspective looks at deviance in terms of social inequality and power.
- Crime statistics come from two major sources: the FBI and the Census Bureau
- Four approaches to crime control are deterrence, retribution, incarceration, and rehabilitation.

**Essential Questions:**

- How did social class systems develop within society?
- What inequalities are present in modern American society for the following groups: women, the elderly, race, and other marginalized groups?
- What factors determine one's social class?
- How does wealth and income determine social class?
- How is poverty related to geography, race-ethnicity, education, feminization, and age?
- What are the consequences of social class?
- What are the factors that create a cycle of poverty?
- What social categories are more likely to be living in poverty?
- What is relative poverty?
- Is current minimum wage legislation substantial enough for the American family?
- How does society define deviance?
- What is social control and what are the major types of social control?
- What are the positive and negative consequences of deviance?
- What are the differences between the major functional theories of deviance?
- What is the conflict theory view of deviance?
- What are the four approaches to crime control?

**Assessment Evidence****Performance Tasks:**

- Identify the three components of social class-property, power and prestige.
- Distinguish between wealth and income.
- Explain how property and income are unevenly distributed.
- Identify the consequences of social class for physical and mental health, family life, education, religion, politics, and the criminal justice system.
- Compare the types of social mobility.
- Identify factors that contribute to wealth or lack of.
- Research characteristics of social classes in America.
- Explain the relationship between stratification and social class
- Assess the differences among the three major perspectives on social stratification
- Identify the distinguishing characteristics of the major social classes in America.
- Research the current state of minimum wage. Students will participate in a Socratic Seminar assessing minimum wage legislation.

**Other Evidence:**

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

<ul style="list-style-type: none"> <li>• Research the poverty line in the United States and research current statistics of social categories.</li> <li>• Examine global poverty and stratification.</li> <li>• Assess the school to prison pipeline and create solutions that schools can implement to dismantle the structure.</li> <li>• Compare the cost and benefits of deviance and crime.</li> <li>• Evaluate the sociological approaches as it examines crime (conflict, functionalism, control, strain, symbolic interactionism theories).</li> <li>• Analyze crime data using census.gov and connect it to major societal trends of race, demographics, age, location, etc..</li> <li>• Define deviance</li> <li>• Define social control and identify the major types of social control</li> <li>• Discuss the positive and negative consequences of deviance</li> <li>• Differentiate the major functional theories of deviance.</li> <li>• Discuss the conflict theory view of deviance.</li> <li>• Describe four approaches to crime control.</li> <li>• Examine the United States health care institutions and healthcare legislation.</li> <li>• Identify factors that cause marginalized groups inequitable access to healthcare.</li> <li>• Research population data and access to healthcare.</li> </ul>	
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#### **Benchmarks:**

#### **Unit 4 benchmark**

### **Learning Plan**

#### **Learning Activities:**

#### **Social Stratification (15-20 days)**

- Examine the characteristics of America's social classes. Using the Census.gov, students will collect data to identify each social class (education, location, income, race, age)
- Review articles analyze info graphs and watch videos on America's distribution of wealth. Students will then participate in a seminar to discuss causes and solutions.
- Assess primary accounts of the impacts of homelessness and poverty on Americans, with a concentration on children. Students will read sociological research and watch "Motel Kids."
- Research global poverty and stratification in varying countries.
- Analyze class statistics and poverty.
- Evaluate the factors that create a cycle of poverty.
- Research the current state of minimum wage. Students will participate in a Socratic Seminar assessing minimum wage legislation.

#### **Crime (15-20 days)**

- Examine the cost and benefits of deviance and crime.
- Watch various videos and read articles while researching profit prisons and the impact on society.
- Use the census.gov to identify crime statistics including (types of crime and demographics)
- Compare the sociological approaches as it examines crime (conflict, functionalism, control, strain, symbolic interactionism theories).
- Assess the school to prison pipeline and create solutions that schools can implement to dismantle the structure.
- Identify the types of crimes that exist by student created presentations or station activities.
- Define recidivism, research global recidivism rates and discuss prison reform.

- Evaluate systemic racism within the criminal justice system.
- Review sociological theories of retribution and decide whether US policies are an effective strategy of deterring crime.

### **Healthcare (5-6 days)**

- Examine the United States health care institutions and healthcare legislation.
- Identify factors that cause marginalized groups inequitable access to healthcare.
- Research population data and access to healthcare.

### **Resources:**

Social Studies 9-12 Shared Folder

#### Literature Resources:

*Census Information*

#### Video Resources:

*The Poverty Line- Youtube Documentary*

*Motel Kids- HBO*

[\*For Profit Prisons- Youtube\*](#)

[School to Prison Pipeline](#) TedTalk

#### Internet Resources:

<https://www.asanet.org/>

[www.nationalgeographic.com](http://www.nationalgeographic.com)

[www.census.gov](http://www.census.gov)

### **Varying Perspectives and Voices:**

**See above**

## Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

### Standard(s):

3.3 Students will examine the social construction of groups and their impact on the life chances of individuals.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Participate in a Socratic Seminar to find solutions to decrease recidivism rates in the United States.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Research recidivism rates in various countries and identify factors to explain the rates.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Define recidivism.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge.</li> <li>Provide ample opportunities for creative behavior.</li> <li>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>Show appreciation for creative efforts</li> <li>Respect unusual questions, ideas, and solutions.</li> <li>Encourage students to test their ideas.</li> <li>Provide opportunities and give credit for self-initiated learning.</li> <li>Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>Allow time for reflection.</li> </ul> <p><i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, allowing students to participate in a Socratic Seminar but also allow space for offering solutions to recidivism in the United States.</i></p>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content.</li> <li>Assist students in getting organized.</li> <li>Give short directions.</li> <li>Use drill exercises.</li> <li>Give prompt cues during student performance.</li> <li>Let students with poor writing skills use a computer.</li> <li>Break assignments into small segments and assign only one segment at a time.</li> <li>Demonstrate skills and have students model them.</li> <li>Give prompt feedback.</li> <li>Use continuous assessment to mark students' daily progress.</li> <li>Prepare materials at varying levels of ability.</li> </ul>

	<i>Example of Modification: Students will be given a chart and illustrations to identify major causes of crime.</i>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>• When possible, use pictures, photos, and charts.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into class discussions.</li> <li>• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</li> </ul>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<ul style="list-style-type: none"> <li>• Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</li> </ul>

## Interdisciplinary Connections

### Indicators:

#### Sociology-

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

#### ELA/Literacy-

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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

### Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology



**Skills:**

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

## Unit 5 Title: The Environment and Social Change

### Unit Description:

The unit explores relationships between social systems and ecosphere. Environmental sociology includes the study of the origins of technology, the social causes of environmental change, the environmental causes of social change and the consequences of social inequalities and power relationships for socio-economic dynamics.

*Adopted from the American Sociological Association*

### Unit Duration: 4-5 weeks

## Desired Results

### Standard(s):

New Jersey Student Learning Standards	English Language Arts Standards
6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.	<b><u>Reading</u></b> NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. NJSLSA.R7. NJSLSA.R8. NJSLSA.R9.  <b><u>Reading Informational Text</u></b> RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.7 RI.11-12.8 RI.11-12.9  <b><u>Writing</u></b> NJSLSA.W1 NJSLSA.W2 NJSLSA.W3 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9

### Indicators:

**Students will** identify in demand careers in the field of environmental sociology.

**Students will** analyze the impact of environmental change, water shortage and pollution have on humans and the planet.

**Students will** explain how the environment and population impact society.

**Students will** assess responses to social environmental inequality.

<p><b>Understandings:</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The basics of population is essential for having a broad grasp of environmental issues. Not only is the world's population continuing to grow, but climate change is beginning to have important effects on migration and immigration patterns.</li> <li>• Environmental Sociology is the study of the relationship between modern societies and the environment at a variety of scales, from households to global relations. It includes issues such as public understanding of environmental issues, the environment and inequality, environmental social movements and social change, and analysis of environmental reform and adaptation.</li> <li>• Environmental Sociology is different from environmental science, which is based in the natural sciences, and environmental studies, which includes courses from a wide range of disciplines, including engineering and the humanities.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is environmental sociology?</li> <li>• What types of careers are in-demand careers in the field of Sociology of Green Jobs?</li> <li>• What are examples of environmental inequality—the unequal distribution of the environmental hazards and risks that are the result of our consumption and production practices and long-standing systems of social and economic inequality?</li> <li>• What is the response to environmental change from the United States of America and internationally?</li> </ul>
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### Assessment Evidence

<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Define environmental sociology.</li> <li>• Research in-demand careers in the field of Sociology of Green Jobs.</li> <li>• Using current events and water-source resources, research the unequal distribution to clean water globally and in the United States.</li> <li>• Research climate change and how are societies responding to climate change.</li> <li>• List examples of environmental inequality—the unequal distribution of the environmental hazards and risks that are the result of our consumption and production practices and long-standing systems of social and economic inequality?</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Informal checks for understanding</li> <li>• Independent reading/student conferences</li> <li>• Independent writing/student conferences</li> <li>• Class discussions</li> <li>• Collaboration with others</li> <li>• Group work</li> <li>• Classwork</li> <li>• Homework</li> <li>• Teacher-created tests and quizzes</li> <li>• Teacher-created multimedia projects</li> </ul>
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### Benchmarks:

#### Unit 5 benchmark

### Learning Plan

#### Learning Activities:

#### Environment (20-25 days)

- Examine the environment and society as a general introduction to environmental sociology and the relationship between environment and society.
- Identify the in-demand careers in the field of Sociology of Green Jobs.
- Using current events and water-source resources, research the unequal distribution to clean water globally and in the United States.
- Research climate change and how are societies responding to climate change?
- Explore social factors affect whether or not governments have strong policies for sustainability, climate change and energy efficiency.
- Evaluate environmental inequality and justice by exploring how are environmental exposures distributed across lines of race and class.
- Analyze graphs, charts and other data to illustrate population and society.
- Identify areas around NJ and the United States of high pollution. Discuss the factors and consequences.

**Resources:**

Social Studies 9-12 Shared Folder

**Video Resources:**

*Flint*

*Water and Power- NatGeo*

*Blue Gold*

*Before the Flood*

*Chasing Ice*

*The Inconvenient Truth*

*Chasing Coral*

*The Plastic Ocean*

**Internet Resources:**

<https://www.asanet.org/>

[www.nationalgeographic.com](http://www.nationalgeographic.com)

[www.census.gov](http://www.census.gov)

<https://www.environmentalscience.org/career/environmental-sociologist>

<https://climate.nasa.gov/evidence/>

<https://www.ipcc.ch/>

<https://www.globalchange.gov/climate-change>

United Nations Sustainable Climate Goals

**Varying Perspectives and Voices:**

See above

## Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

### Standard(s):

6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create a presentation on an environmental issue. Students will also propose a solution to make clean water and air more accessible.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify inequitable access to clean water and air.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Define environmental sociology.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge.</li> <li>Provide ample opportunities for creative behavior.</li> <li>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>Show appreciation for creative efforts</li> <li>Respect unusual questions, ideas, and solutions.</li> <li>Encourage students to test their ideas.</li> <li>Provide opportunities and give credit for self-initiated learning.</li> <li>Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>Allow time for reflection.</li> </ul> <p><i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, allowing students to create a presentation on finding solutions for clean water and other environmental issues.</i></p>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content.</li> <li>Assist students in getting organized.</li> <li>Give short directions.</li> <li>Use drill exercises.</li> <li>Give prompt cues during student performance.</li> <li>Let students with poor writing skills use a computer.</li> <li>Break assignments into small segments and assign only one segment at a time.</li> <li>Demonstrate skills and have students model them.</li> <li>Give prompt feedback.</li> <li>Use continuous assessment to mark students' daily progress.</li> </ul>

	<ul style="list-style-type: none"> <li>Prepare materials at varying levels of ability.</li> </ul> <p><i>Example of Modification: Students will be given a graphic organizer to list and describe each environmental issue.</i></p>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> <li>Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>When possible, use pictures, photos, and charts.</li> <li>Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>Integrate students' cultural background into class discussions.</li> <li>Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</li> </ul>
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## Interdisciplinary Connections

### Indicators:

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6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

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Civic Literacy

Environmental Literacy  
Information, Media, and Technology

**Skills:**

Think Creatively  
Work Creatively with Others  
Implement Innovations  
Critical Thinking and Problem Solving  
Communication and Collaboration  
Information, Media and Technology Skills