

Shepard Preparatory High School

Sociology  
Curriculum





## Unit 1

### What is Sociology?

<u>Timeframe</u>	Weeks 1-10
<u>Unit Overview</u>	Students will practice compare and contrast the contributions of European and American sociologists to the field, as well as, the various perspectives used to study sociology. They will also examine the various ways sociologists conduct their research.
<u>Essential Questions</u>	<ol style="list-style-type: none"><li>1. Why should we study human society?</li><li>2. Is there a connection between society and human behavior?</li><li>3. How can society influence the way people, think, act, and feel?</li><li>4. How can a sociological perspective help you understand human action?</li><li>5. Why should we study sociology and what does it teach us</li><li>6. How can society be viewed through various theoretical perspectives?</li><li>7. Who are the major contributors to the development of sociology?</li><li>8. How do beliefs and values of a culture affect individuals and society?</li><li>9. What are the benefits and challenges of adverse society?</li><li>10. Are there universally held values and customs?</li><li>11. How does human behavior reveal human nature?</li><li>12. How are American values reflected in the media?</li></ol>
<u>Unit Focus</u>	<ul style="list-style-type: none"><li>• Sociology fits the category "Social Science"</li><li>• Sociology is connected to other social sciences.</li><li>• There are a number of major figures who have contributed to the field of Sociology.</li><li>• There are a number of sociological concepts which attempt to explain our behavior and experience as human beings.</li><li>• There are social issues dealing with behavior of the individual within the system of Sociology.</li></ul>
<u>Interdisciplinary Connections</u>	21st Century Life Skills and Careers <ul style="list-style-type: none"><li>• Use technology to enhance productivity.</li><li>• Work productively in teams while using cultural global competence</li></ul>
<u>Common Assessments</u>	<ul style="list-style-type: none"><li>• Scored classroom discussions</li><li>• Multimedia projects and presentations (e.g. create/conduct/analyze survey)</li><li>• Tests/quizzes</li></ul>

	<ul style="list-style-type: none"> <li>• Document analysis (both primary and secondary)</li> <li>• Data visualizations</li> <li>• Comprehension/critical thinking questions</li> </ul>
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**Materials**

Common Materials	Supplemental Materials
<i>Sociology &amp; You Textbook</i>	Case Study: Stanford prison experiment Case Study: Tuskegee Syphilis study Teacher created writing prompts/quizzes/tests Teacher chosen novels, short stories

**New Jersey Student Learning Standards (NJSL)**

<u>Subject Area</u>	<u>Technology</u>	<u>21st Century Life and Careers</u>	<u>ELA Companion</u>
Sociology	8.1: Educational Technology 8.2: Technology Education, Engineering, Design and Computational Thinking - Programming	Career Ready Practices: Personal Financial Literacy Career Awareness, Exploration, and Preparation	Secondary Science and Social Studies Only
D2.Soc.1.9-12. Explain the sociological perspective and how it differs from other social sciences. D2.Soc.2.9-12. Define social context in terms of the external forces that shape human behavior.	<b>8.1</b> Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  <b>8.2</b> Technology Education, Engineering, Design, and	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).  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 (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-	L.SS.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking. RL.CR.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include

<p>D2.Soc.3.9-12. Identify how social context influences individuals.</p> <p>D2.Soc.4.9-12. Illustrate how sociological analysis can provide useful data-based information for decision making.</p> <p>D2.Soc.5.9-12. Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.</p>	<p>Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p>ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p> <p>9.1.12.EG.3: Explain how individuals and businesses influence government policies.</p> <p>9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.</p> <p>9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.</p> <p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5)..</p> <p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</p>	<p>determining where the text leaves matters uncertain.</p> <p>RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>W.AW.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.AW.11-12.1.A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.AW.11-12.1.B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.PE.11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-</p>
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			<p>reasoned exchange of ideas.</p> <p>SL.PE.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</p> <p>SL.PE.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.PE.11-12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
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Differentiation

<b>Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)</b>	<b>Differentiation for Enrichment</b>
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<p><b>Accommodations for Classroom:</b>  Pair visual prompts with verbal presentations  Ask students to restate information, directions, and assignments  Model skills / techniques to be mastered  Extended time to complete class work  Student-directed learning/ independent studies when appropriate</p> <p><b>Accommodations for Homework and Assignments:</b>  Extended time to complete assignments  Provide the student with clearly stated (written) expectations and grading criteria for assignments</p> <p><b>Accommodations for Assessments:</b>  Extended time on classroom assessments</p> <p><b>Further Modifications for General Curriculum students:</b>  Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals &amp; Objectives for specific goals and objectives for General Curriculum students.</p>	<p>Use of higher level questioning techniques  Provide assessments that require higher level thinking  Increased production of writing assignments  Varying time requirements to complete assignments  Independent studies at teacher/admin discretion  Extension activities</p> <p><b>Further Modifications for Honors Students</b>  Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher</p>
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Activities

- **Social Structure & Culture:**
  - **Norm Violation:** Students break a minor social rule (e.g., facing backward in an elevator) and analyze the social sanctions and reactions.
  - **Six-Word Memoirs:** A, quick exercise on identity and socialization, where students define their personal story in six words.
  - **"In Their Shoes":** An interactive simulation where students make life choices based on scenarios, such as navigating a police interaction.
- **Research & Data Analysis:**
  - **Mini-Field Studies:** Conducting qualitative research through observation in their own communities.
  - **Online Survey Creation:** Using tools like [Google Forms](#) to gather and analyze data, such as comparing social media usage across groups.
  - **Census Analysis:** Exploring demographic data to understand trends in poverty, immigration, or geographic mobility.
- **Sociological Perspectives:**
  - **Institutional Analysis:** Groups create posters analyzing institutions (family, education, media) using different theoretical lenses (functionalism, conflict theory).
  - **The Chairs Game:** A simulation used to illustrate social organization and resource competition.

- **Object Analysis:** Examining everyday objects to explain broader cultural phenomena.

## Unit 2

### Sociology through the ages

<u>Timeframe</u>	Week 11-20
<u>Unit Overview</u>	Students will examine the various foundations of society including: culture, social structure, society categories, and group and group behavior.
<u>Essential Questions</u>	<ol style="list-style-type: none"><li>1. What are acceptable values and beliefs?</li><li>2. What is expected and acceptable behavior?</li><li>3. What is the impact of socialization on the human experience?</li><li>4. What is a family?</li><li>5. Is there a connection between relationships and individual development?</li><li>6. What part do family roles play in social structure?</li><li>7. How has technology changed families?</li><li>8. How do norms influence the ways in which marriage patterns around the world are organized?</li><li>9. What basic societal needs does the family institution satisfy?</li><li>10. What are some of the trends in American family life currently being examined by sociologists?</li><li>11. Why are family related concerns-such as divorce and child care-viewed as primarily as personal problems rather than societies concerns?</li></ol>
<u>Unit Focus</u>	<ul style="list-style-type: none"><li>• Socialization is a lifelong process which affects our identity and outlook on the world we live in, which in turn influences our social interactions.</li><li>• Infancy is a time of major development and infants need social interaction in order to develop appropriately.</li><li>• Adolescence is a time of great change and an important transition to adulthood. Adolescents face many difficult challenges, including but not limited to issues related to sexual behavior, drugs, and suicide.</li><li>• Men and women progress through adult development in different ways.</li><li>• The world of work is a major component of adult life. In the last 100 years, major changes have transformed the organization of work and the composition of the labor force.</li><li>• Americans entering the later years, or old age, face a new set of life transitions, challenges, and opportunities.</li><li>• Many societies rank their members based on certain criteria, a process called social stratification.</li><li>• Americans living below the poverty level have fewer opportunities. Government welfare programs attempt to remedy this situation.</li><li>• Race, ethnicity, and minority groups are important factors that shape the social structure of the United States.</li></ul>

	<ul style="list-style-type: none"> <li>• Understanding the concepts and causes of discrimination and prejudice are key to understanding major patterns of minority group treatment.</li> <li>• Individuals learn appropriate gender behavior through socialization. In many societies, gender roles lead to social inequality.</li> <li>• As society ages, the concerns of the elderly take increasing importance.</li> <li>• Sociologists have developed theories to describe how and why social changes occur.</li> </ul>		
<a href="#"><u>Interdisciplinary Connections</u></a>	21st Century Life Skills and Careers <ul style="list-style-type: none"> <li>• Use technology to enhance productivity.</li> <li>• Work productively in teams while using cultural global competence</li> </ul>		
<a href="#"><u>Common Assessments</u></a>	<ul style="list-style-type: none"> <li>• Scored classroom discussions</li> <li>• Multimedia projects and presentations (e.g. cultural PPT)</li> <li>• Tests/quizzes</li> <li>• Document analysis (both primary and secondary)</li> <li>• Data visualizations</li> <li>• Comprehension/critical thinking questions</li> </ul>		
<a href="#"><u>Materials</u></a>			
<b>Common Materials</b>		<b>Supplemental Materials</b>	
<i>Sociology &amp; You Textbook</i>		Films: e.g. <i>The Social Network</i> , <i>Million Dollar Arm</i> Case studies – feral children Teacher created writing prompts/quizzes/tests Teacher chosen novels, short stories	
<a href="#"><u>New Jersey Student Learning Standards (NJSL)</u></a>			
<a href="#"><u>Subject Area</u></a>	<a href="#"><u>Technology</u></a>	<a href="#"><u>21st Century Life and Careers</u></a>	<a href="#"><u>ELA Companion</u></a>

<p>Key Ideas and Details  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.  RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.  Range of Reading and Level of Text Complexity NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.  Social Relationships: Self, Groups, and Socialization. College, Career, and Civic ready students:  D2.Soc.11.9-12. Analyze the influence of the primary agents of socialization and why they are influential.  D2.Soc.12.9-12. Explain the social construction of self and groups.</p>	<p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b>  All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).</p> <p>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 (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p> <p>9.1.12.EG.3: Explain how individuals and businesses influence government policies.  9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.  9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.</p> <p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5)..</p> <p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</p>	<p>L.SS.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.  RL.CR.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.  RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.  W.AW.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.AW.11-12.1.A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.  W.AW.11-12.1.B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the</p>
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<p>D2.Soc.13.9-12. Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.</p> <p>D2.Soc.14.9-12. Explain how in-group and out-group membership influences the life chances of individuals and shapes societal norms and values.</p>			<p>audience’s knowledge level, concerns, values, and possible biases.</p> <p>SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.PE.11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.PE.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</p> <p>SL.PE.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.PE.11-12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is</p>
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Differentiation

Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)	Differentiation for Enrichment
<p><b>Modifications for Classroom:</b>            Pair visual prompts with verbal presentations            Ask students to restate information, directions, and assignments            Model skills / techniques to be mastered            Extended time to complete class work            Student-directed learning/ independent studies when appropriate</p> <p><b>Modifications for Homework and Assignments:</b>            Extended time to complete assignments            Provide the student with clearly stated (written) expectations and grading criteria for assignments</p> <p><b>Modifications for Assessments:</b>            Extended time on classroom assessments</p> <p><b>Further Modifications for General Curriculum students:</b>            Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals &amp; Objectives for specific goals and objectives for General Curriculum students.</p>	<p>Use of higher level questioning techniques            Provide assessments that require higher level thinking            Increased production of writing assignments            Varying time requirements to complete assignments            Independent studies at teacher/admin discretion            Extension activities</p> <p><b>Further Modifications for Honors Students</b>            Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher</p>

Activities

- [Sociological Thinker "Speed Dating"](#): Assign students a historical sociologist (e.g., Marx, Weber, Durkheim, Du Bois, Martineau). Students research their person's background and key ideas, then engage in "speed dating" to discuss how their theorist would analyze a current social issue.
- [Primary Source Artifact Analysis](#): Students examine "artifacts" (historical photos, letters, advertisements, or census data) from specific time periods to infer social norms, power structures, and cultural values of that era.
- [Evolution of a Social Institution Project](#): Students create a visual timeline or digital presentation tracking the history of an institution (e.g., family, marriage, education, healthcare) over the last 200 years to understand how it has changed, connecting it to sociological theory.
- [Mock "Town Hall" Debate](#): Recreate a historical event, such as the industrial revolution or a social movement, where students adopt roles (factory owner, worker, suffragette) to debate the sociological impact.

- **"How Times Have Changed" Data Dive:** Utilize Census data from [Census.gov](https://www.census.gov) to compare social trends—like marriage age, household size, or education levels—from 1900, 1950, and today.
- **Classic Study Re-creation:** Read a foundational study (e.g., Durkheim on suicide, Du Bois on the "color line") and have students design a modern, smaller-scale version to test if the findings still hold true.

## Unit 3

### Culture, Groups & Contemporary Issues

<u>Timeframe</u>	Week 21-30
<u>Unit Overview</u>	Students will learn about the occurrence and danger of stereotypes and systematic inequalities. Students will examine the role of deviance in society and how various societies deal with it. Students will examine stratification (and class systems in both the US and abroad) and determine how societies create and react to this stratification. Students will focus on the roles of race and ethnicity in society.
<u>Essential Questions</u>	<ol style="list-style-type: none"><li>1. Do positive changes in society occur through individual efforts or institutional efforts?</li><li>2. Why do stereotypes exist?</li><li>3. Why does prejudice exist?</li><li>4. What is social inequality and what are its root causes?</li><li>5. What are the realities of social inequality in America?</li><li>6. What roles do race, ethnicity, gender, age and health play in the social inequality present in America?</li><li>7. How does race and ethnicity impact social structure?</li><li>8. What roles do gender, age and race play in our behavior and interactions with each other?</li><li>9. How do race and ethnicity affect group behavior?</li><li>10. How do world events affect or change group behavior?</li><li>11. How and why do ethnic groups become de-humanized by racism?</li><li>12. Does race play a big role in shaping a person's identity?</li></ol>
<u>Unit Focus</u>	<ul style="list-style-type: none"><li>• The social behavior of others will be influenced by how they perceive you and your own social behavior.</li><li>• Our social behavior will influence the behavior of others.</li><li>• Our attitudes and behavior will be influenced by the attitudes and behavior of others.</li><li>• Race and ethnicity are separate sociological concepts.</li><li>• Stereotypes are commonly used in our society and influence human social behavior.</li><li>• There are historical and socio-historical roots to stereotypes and, racism, and anti-Semitism in our society.</li><li>• Popular media's portrayal of race and stereotypes influence the spread and practice of racism and stereotyping in our society.</li></ul>
<u>Interdisciplinary Connections</u>	21st Century Life Skills and Careers <ul style="list-style-type: none"><li>• Use technology to enhance productivity.</li></ul>

	<ul style="list-style-type: none"> <li>• Work productively in teams while using cultural global competence</li> </ul>
<u>Common Assessments</u>	<ul style="list-style-type: none"> <li>• Scored classroom discussions</li> <li>• Multimedia projects and presentations (e.g. sociological issue research project, Morris Co. Jail Trip)</li> <li>• Tests/quizzes</li> <li>• Document analysis (both primary and secondary)</li> <li>• Data visualizations</li> <li>• Comprehension/critical thinking questions</li> </ul>

Materials

Common Materials	Supplemental Materials
<i>Sociology &amp; You Textbook</i>	Films: e.g. <i>Cool Hand Luke</i> Bryan Stevenson. <i>Ted Talk</i> 2012. Kimberly Motely. <i>Ted Talk</i> 2012 Teacher created writing prompts/quizzes/tests Teacher chosen novels, short stories (e.g. <i>The Outsiders</i> )

New Jersey Student Learning Standards (NJSLs)

<u>Subject Area</u>	<u>Technology</u>	<u>21st Century Life and Careers</u>	<u>ELA Companion</u>
D2.Soc.6.9-12. Identify the major components of culture. D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it. D2.Soc.8.9-12. Identify important social institutions in society.	<b>8.1</b> Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).  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.	L.SS.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking. RL.CR.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a

<p>D2.Soc.9.9-12. Explain the role of social institutions in society.</p> <p>D2.Soc.10.9-12. Analyze how social structures and cultures change.</p> <p>D2.Soc.15.9-12. Identify common patterns of social inequality.</p> <p>D2.Soc.16.9-12. Interpret the effects of inequality on groups and individuals.</p> <p>D2.Soc.17.9-12. Analyze why the distribution of power and inequalities can result in conflict.</p> <p>D2.Soc.18.9-12. Propose and evaluate alternative responses to inequality.</p>	<p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b></p> <p>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p>economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p> <p>9.1.12.EG.3: Explain how individuals and businesses influence government policies.</p> <p>9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.</p> <p>9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.</p> <p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJLSA.SL5)..</p> <p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).</p>	<p>comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>W.AW.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.AW.11-12.1.A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.AW.11-12.1.B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics,</p>
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			<p>texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.PE.11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.PE.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</p> <p>SL.PE.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.PE.11-12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<u>Differentiation</u>			
<b>Differentiation for Support and General Curriculum</b>		<b>Differentiation for Enrichment</b>	

(504, ELL, Special Education, Struggling Learners)	
<p><b>Modifications for Classroom:</b>            Pair visual prompts with verbal presentations            Ask students to restate information, directions, and assignments            Model skills / techniques to be mastered            Extended time to complete class work            Student-directed learning/ independent studies when appropriate</p> <p><b>Modifications for Homework and Assignments:</b>            Extended time to complete assignments            Provide the student with clearly stated (written) expectations and grading criteria for assignments</p> <p><b>Modifications for Assessments:</b>            Extended time on classroom assessments</p> <p><b>Further Modifications for General Curriculum students:</b>            Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals &amp; Objectives for specific goals and objectives for General Curriculum students.</p>	<p>Use of higher level questioning techniques            Provide assessments that require higher level thinking            Increased production of writing assignments            Varying time requirements to complete assignments            Independent studies at teacher/admin discretion            Extension activities</p> <p><b>Further Modifications for Honors Students</b>            Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher</p>
Activities	
<p><b>Interactive &amp; Experiential Activities</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Implicit Association Test (IAT)</a>: Utilize the Harvard Implicit Test to help participants discover hidden biases toward different groups.</li> <li>• <a href="#">Privilege Walk</a>: A structured, high-risk activity where participants take steps forward or backward based on personal experiences, visually demonstrating how privilege works.</li> <li>• <a href="#">The Sneetches Activity</a>: Use Dr. Seuss's "The Sneetches" to simulate and discuss in-group/out-group favoritism and discrimination.</li> <li>• <a href="#">"Watch That Ad"</a>: Analyze advertisements for racial, gender, and ethnic stereotypes, such as reviewing problematic campaigns.</li> </ul> <p><b>Reflective &amp; Discussion-Based Activities</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Microaggression Mapping</a>: Examine the impact of subtle, daily discriminatory comments or actions on individuals, and discuss why they are harmful.</li> <li>• <a href="#">Positionality Mapping</a>: Map out one's own social identities (race, class, gender, ability) to understand how they influence perspective and power within systems.</li> <li>• <a href="#">Structured Dialogue on Race</a>: Use guided questions to discuss how structural racism affects specific institutions (like healthcare or schools).</li> <li>• <a href="#">Defining Equity vs. Equality</a>: Use visual aids or scenarios to explain why equitable, rather than equal, resources are necessary for justice.</li> </ul> <p><b>Policy &amp; Institutional Assessment</b></p> <ul style="list-style-type: none"> <li>• <a href="#">School/Workplace Policy Review</a>: Evaluate institutional policies to identify those that exclude or disadvantage specific racial groups, focusing on hiring, discipline, or curriculum.</li> <li>• <a href="#">Curriculum/Library Audit</a>: Review educational materials to ensure they are anti-racist, culturally responsive, and inclusive.</li> </ul> <p><b>Resources for Implementation</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a>: Provides lesson plans and classroom activities for exploring social justice.</li> </ul>	

- [Race Forward](#): Offers training on understanding systemic and structural racism.
- [The National Day of Racial Healing](#): Provides frameworks for fostering trust and relationships.

## Unit 4

### Demography, Geography, and Changes in Society

<u>Timeframe</u>	Week 31-40
<u>Unit Overview</u>	Students will examine the demography of various societies (with a focus on US demographics). They will determine the geographical locations and tendencies of societies (e.g. urban vs. rural, suburbs, etc...)
<u>Essential Questions</u>	<ol style="list-style-type: none"> <li>1. Why do people live where they live?</li> <li>2. Why and how does a society change?</li> </ol>
<u>Unit Focus</u>	<ul style="list-style-type: none"> <li>• Demography of societies including the following aspects: birthrate, infant mortality rate, life expectancy, literacy rate, GDP/GNP, GNI, prevalence and density</li> <li>• The aspects of migration including: cities vs. suburbs, forced migration, urbanization, and suburbanization</li> <li>• Various social movements and the theories surrounding them</li> </ul>
<u>Interdisciplinary Connections</u>	<p>21st Century Life Skills and Careers</p> <ul style="list-style-type: none"> <li>• Use technology to enhance productivity.</li> <li>• Work productively in teams while using cultural global competence</li> </ul>
<u>Common Assessments</u>	<ul style="list-style-type: none"> <li>• Scored classroom discussions</li> <li>• Multimedia projects and presentations (e.g. National demographic research project )</li> <li>• Tests/quizzes</li> <li>• Document analysis (both primary and secondary)</li> <li>• Data visualizations</li> <li>• Comprehension/critical thinking questions</li> </ul>

### Materials

Common Materials	Supplemental Materials
<i>Sociology &amp; You Textbook</i>	External websites: (e.g. various school websites, whitehouse.gov, NJ.edu) CIA World Factbook Teacher created writing prompts/quizzes/tests

**New Jersey Student Learning Standards (NJSL)**

<b><u>Subject Area</u></b>	<b><u>Technology</u></b>	<b><u>21st Century Life and Careers</u></b>	<b><u>ELA Companion</u></b>
<p>D2.Soc.6.9-12. Identify the major components of culture.                      D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it.                      D2.Soc.8.9-12. Identify important social institutions in society.                      D2.Soc.9.9-12. Explain the role of social institutions in society.                      D2.Soc.10.9-12. Analyze how social structures and cultures change.                      D2.Soc.15.9-12. Identify common patterns of social inequality.                      D2.Soc.16.9-12. Interpret the effects of inequality on groups and individuals.                      D2.Soc.17.9-12. Analyze why the distribution of power and inequalities can result in conflict.                      D2.Soc.18.9-12. Propose and evaluate alternative responses to inequality.</p>	<p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).</p> <p>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 (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p> <p>9.1.12.EG.3: Explain how individuals and businesses influence government policies.</p> <p>9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.</p> <p>9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.</p> <p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p>9.4.12.IML.6: Use various types of media to produce and store information</p>	<p>L.SS.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>RL.CR.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>W.AW.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.AW.11-12.1.A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.AW.11-12.1.B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant</p>

Sociology

		<p>on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5)..</p> <p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</p>	<p>evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.PE.11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.PE.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</p> <p>SL.PE.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.PE.11-12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
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## Differentiation

Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)	Differentiation for Enrichment
<p><b>Modifications for Classroom:</b> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments Model skills / techniques to be mastered Extended time to complete class work Student-directed learning/ independent studies when appropriate</p> <p><b>Modifications for Homework and Assignments:</b> Extended time to complete assignments Provide the student with clearly stated (written) expectations and grading criteria for assignments</p> <p><b>Modifications for Assessments:</b> Extended time on classroom assessments</p> <p><b>Further Modifications for General Curriculum students:</b> Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals &amp; Objectives for specific goals and objectives for General Curriculum students.</p>	<p>Use of higher level questioning techniques Provide assessments that require higher level thinking Increased production of writing assignments Varying time requirements to complete assignments Independent studies at teacher/admin discretion Extension activities</p> <p><b>Further Modifications for Honors Students</b> Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher</p>

## Activities

### **Key Activities for Demography and Equity:**

- **Population Pyramids Analysis**: Construct and interpret population pyramids for different countries to understand age structure, sex ratios, and dependency ratios.
- **Mapping Data (Choropleth Maps)**: Use interactive mapping tools to visualize data such as income, race, or environmental hazards by Census tract.
- **Demographic Data Collection & Analysis**: Review participant data from surveys, focus groups, or employee evaluations to identify who is missing or underserved.
- **Birth/Death Rate Simulation**: Use a hands-on activity with liquids to model how different birth and death rates impact global population growth.
- **Historical Population Trends**: Analyze U.S. presidential demographics or historical population changes to understand shifts in representation and growth over time.
- **Equity-Focused Interviews**: Conduct structured interviews or focus groups to gather qualitative data on student or community experiences with equity.

- **Cultural Representation Mapping:** [Analyze immigration patterns](#) or use a ["Cultural Potluck" activity](#) to understand the diverse backgrounds within a group.