TOWNSHIP OF UNION PUBLIC SCHOOLS



Sociology

July 21, 2020

Mission Statement

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

Philosophy Statement

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

Course Description

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

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

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

Curriculum Units/Pacing Guide

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

Unit Standards Overview

Unit 1 Culture & Social Structure Structure Suggested Resources Provide links to perfic recourses activities Tey http http http http http http http htt	Overview
6.1.12.D.14.f Determine it music, and it culture. 6.1.12.A.16.b Analyze the perspectives. 6.1.12.D.16.a Assess the incommunication information, and values. 6.2.12.D.5.c Assess the incommunication information, and values. 6.3.D.12.1 Analyze cume valuate how violation of a Textbook: Sociology—The Sthttp://theachinghighschoolsociolttps://theachinghighschoolsociolttps://theachinghighschoolsociolttps://theachinghighschoolsociolttps://theachinghighschoolsociolttps://theachinghighschoolsociolttps://theachinghighschoolsociolttps://theachinghighschoolsociolttps://theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://www.khanacademy.org/theachinghighschoolsociolttps://wwww.khanacademy.org/theachinghighschoolsociolttp	Standards
6.1.12.D.14.f Determine the influence of multicultural bolics, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies Analyze the impact of American culture on other world cultures from multiple perspectives. Analyze the imfluence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide. Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values. Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights. Textbook: Sociology—Infonencial course/high-school-lesson-plans-general-lgbtq/https://thesocietypages.org/sociology/blogysource/categony/lin-class-activities/https://www.lgbtqhistory.org/test-prep/mcat/society-and-culture/culture-and-society https://www.lgbtqhistory.org/lesson/crash-course-in-intersectionality/	Unit Skills Focus
Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Annalysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentari es/Films	Content-Specific Practices [when amplitudes]

									Society	Unit 2 The Individual in
						6.1.12 A.14 e		6.1.12 A.14.h		6.1.12.A.16.a
Survey stages of adult development, noting gender differences.	Identify the characteristics and problems of adolescence.	Explain the importance of adolescence in socialization.	the emergence of adolescence in the United States.	Cite political and economic factors contributing to	Explain the influence of the various agents of socialization, including family, school, and media	Define socialization and re-socialization	Wead,	Compare and contrast theories of personality development expounded by Locke, Cooley, and	List influences on personality development—heredity, environment, and birth order.	Define Personality

Summary and analysis of guest speakers

Unit 3 Social Inequity	Suggested Resources Provide lines to sperific resources activities	
6.1.12.A.16.c 6.1.12.D.14.b 6.1.12.D.3.d 6.1.12.D.13.a 6.1.12.D.11.c	Textbook: Sociology—The St http://teachinghighschoolsoci.http://www.lgbtqhistory.org/https://thesociology.mrdonn.org/https://sociology.mrdonn.org/https://thesocietypages.org/schttps://thesociology.mrdonn.org/schttps://thesocietypages.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttps://thesociology.mrdonn.org/schttp	
Recognize how a person's ascribed and achieved statuses affect his or her social position. Compare and contrast class and caste systems. Evaluate causes and effects of upward and downward mobility.	Textbook: Sociology—The Study of Human Relationships. http://teachinghighschoolsociology.blogspot.com/ http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ https://thesocietypages.org/toolbox/teaching_sociology/ https://sociology.mrdonn.org/ https://thesocietypages.org/sociologysource/category/in-class-activities/	Define deviance. Differentiate between types of crime and deviant behavior. Categorize different types of crime—violent, victimless, white collar and organized. Explain the components of the criminal justice system—police, courts, corrections, and the juvenile justice system.

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

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

Curricular Units

Content Standards
Chitcal Knowledge & Sellis ("Unpacked?" Sandards) 12.D.14.f e influence of beliefs, products punusic, and and practices in emporary ture. What is Sociology and why study it? hypotheses in contest ture. What are the Sociologists and sizes in science, last place in sizes in science, last place in sizes of gigles. 12.D.16.a mpact of ture on other ss from multiple Content-Specific Practices Characteris Social Science ("Unpacked?" Sandards) Content-Specific Practices Annotations and close reading activities Classroom Discussions, Socratic Seminars, and Debates Annotated Timelines Teacher and student led PowerPoint Presentations Definitions of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis of Videos/Documentaries/Films Summary and Analysis of guest speakers Summary and analysis of guest speakers Summary and analysis of guest speakers Annotations and close reading activities Content-Specific Practices Annotations and close reading activities Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis of Videos/Documentaries/Films Summary and Analysis of guest speakers Summary and analysis of guest speakers Summary and analysis of guest speakers Annotations and close reading activities Classroom Discussions, Socratic Canstonics and close reading activities Classroom Discussions, Socratic Cansomary and close reading activities
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Critical Knowledge & Skills 12.D.14.f what is Sociology and why study it? beliefs, products music, and nd practices in emporary ture. What are the Sociological 12.A.16.b rectual property lal privacy, and lissues in science, 1 business that e global use of gjies. What are cultural variations? gies. Critical Knowledge & Skills C'Unpacked'' Standards) What is Sociology and why study it? Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of guest speakers Summary and analysis of guest speakers
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Critical Knowledge & Skills ("Unpacked" Standards)
The South
Hait 4. Culture & Social Structure

6.3.D.12.1	Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.	6.2.12.D.6.a
	How is society structured?	
speakers	<u>@</u>	Class Trips to applicable historical
	Discuss exa norms and i	

Discuss examples of etiquette, norms and folkways,

	privacy.	
	and/or individual civil rights/	
	laws affecting national security	
	governmental practices and	
	Analyze the impact of current	
speakers	6.3.D.12.1	

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

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

Unit 2: The Individual in Society

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

	電子の表現的 Unit 2 Assessment Plan Teles 表現情報	
When possible, provide links to specific samples! documents! assignments! est		Summative Assessment When possible, provide links to specific samples documents assignments etc.
Group Discussions, Graphic Organizers, Class Participation, Exit	s Participation, Exit	Tests, Quizzes, Projects
Tickets, Study guides,		
Unit 2.Sug	Unit 2 Suggested Modifications/Accommodations/Extension Acti	ion Activities
English Language Learners (ELL) When possible, provide links to specific samples/documents/	Special Education / 504 When possible provide links in speafic sample/ documents/ assignments etc.	Gifted and Talented When possible, provide links to specific samples / documents/ assignments/esc.
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key	b. Extended time on assessments when needed. C. Preferred section to be determined by student and	c. Provide Assessments at a Higher Level of Thinking
Model and model and management of the second	teacher.	
c. Model aliu provide examples	d. Provide modified assessments when necessary.	

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

		Unit 3- Social Inequity	
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples (The Student will be able to)
6.1.12.A.16.c Assess from various		Annotations and close reading activities	Conduct a media study via
perspectives the effectiveness with which the United States	How and why did American society construct the idea of race	Classroom Discussions, Socratic seminars, and Debates	magazines, social media about
government addresses	and to empower some while	Analysis of graphic organizers and	of minority groups, women,
individuals, business, and/or	denying others?	Annotated Timelines	men, or other groups facing
other countries.		PowerPoint Presentations	
6.1.12.D.14.b	How are ideas of gender identity	Class Trips to applicable historical	Assemble various pieces of
Assess the effectiveness of actions taken to address the	reinforced through socialization?	Definitions of key terms and	representations of groups in
causes of continuing urban		Concepts Individual Crown Presentations	society.
tensions and violence:		Document Based Question analysis	Use evidence to draw
6.1.12.D.3.d		and essays Written responses to queries	conclusions regarding
played in improving economic	institutions offer power and	Summary and Analysis of	stereotyping to report on the
opportunities and in the development of responsible citizens.	privileges to some and deny power and privilege to others?	Summary and analysis of guest speakers	power, or privilege of this group and access to equal opportunities in society.
	How do race and gender affect	Annotations and close reading activities	Create a timeline for a stratified group in the United States in
Determine the impetus for the Civil Rights Movement and	and individual's opportunities in society?	Classifoon Discussions, Sociation seminars, and Debates Analysis of granhic organizers and	the past 100 years.
explain why national			demographic information, the
governmental actions were		Annotated Timelines	

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

racial inequalities.	
financial, and social data on	
health, education, income,	
race and whiteness, data on	
and ideas of race, definitions of	

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When possible, provide links to specific samples/documents/ assignments/etc.		When possible, provide linke to specific samples/documents/assignments/etc.
Group Discussions, Graphic Organizers, Class Participation, Exit		Tests, Quizzes, Projects
Tickets, Study guides,		
English Language Learners (ELL) When possible provide links to specify samples documents	Special Education / 504 When possible provide links to specific samples documents accommode to the	When possible, provide links to sparific samples! documents!
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	b. Extended time on assessments when needed.	c. Provide Assessments at a Higher Level of Thinking
 c. Model and provide examples 	 Preferred seating to be determined by student and 	d. Enrichment Activities
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	 d. Provide modified assessments when necessary. 	
when not on task.	e. Student may complete assessments in alternate	
 Students may use a bilingual dictionary. 	setting when requested.	
g. Pair Visual Prompts with Verbal	f. Establish a non-verbal cue to redirect student	

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

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

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			6.1.12.A.15.b Determine the
			their impact on society.
0, 1,000			and consumer debt and
granhs			force), and government
Chart recults from surveys using	speakers		composition of the work
	Summary and analysis of guest		employment, the
sources.	Videos/Documentaries/Films		labor participation (i.e.,
Analyze information from media	Summary and Analysis of	family structure?	income distribution.
	and essays	What are the varying types of	6.12.C.14.c
assignments.	Document Based Question analysis		individuals.
Essays and short answer	Concepts Todividual/Croup Presentations		nation and the lives of
	Definitions of key terms and		the development of the
	sites/monuments	piay in social structure?	financial institutions on
males and females, compare lists.	Class Trips to applicable historical	What part do family roles	credit, savings, debt, and
	Presentations		Analyze the impact of
,	Annotated Timelines		6.2.12.C.6.c
and report to class on changes.	notes	What makes a family?	ดา ดะเนโซเกกา
chi dilebooks to eur textbook	Analysis of graphic organizers and		or compation
In groups, students will use	Classroom Discussions, Sociatic		immigrants' experiences
	activities		Relate varying
	Annotations and close reading	What is a social institution?	6.2.12.D.5.d
documents/ assignments/etc.	(when applicable)	("Unpacked" Standards)	
Standard Mastery Examples When passible provide tinks to chedita sumbles!	Content-Specific Practices	Critical Knowledge & Skills	

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

countries.
business, and/or other
affect individuals,
economic issues that
government addresses
 the United States
effectiveness with which

Thirt4 Su	Unit 4 Suggested Modifications/Accommodations/Extension Activities	on Activities
English Language Learners (ELL) When possible provide links to specific samples documents assurants etc.	Special Education / 504 When possible provide links to specife samples / documents / descriptments / de.	Gifted and Talented When possible, provide links to specific samples! documents! assignments! etc.
a. Read written instructions	 a. Students may be provided with note organizers / 	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	 b. Extended time on assessments when needed. 	c. Provide Assessments at a Higher Level of Thinking
c. Model and provide examples	c. Preferred seating to be determined by student and	d. Enrichment Activities
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	d. Provide modified assessments when necessary.	
when not on task.	E. Student may complete assessments in alternate	
f. Students may use a bilingual dictionary.	setting when requested.	
g. Pair Visual Prompts with Verbal		
Presentations		

When pecific provide index to specific samples () documents () assignments () documents () assignments () documents () assignments () documents () d	Unit 4 Connections Career Readiness Practices When possible provide links to specific samples / documents / axigments / dx. Refer to the NI Career Readiness Practices CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.
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8.1.12.A.2: Produce and edit a multi-page digital document for a	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of
professionals in that related area for review.	decisions. CRP6. Demonstrate creativity and innovation.
8.1.12.A.4: Construct a spreadsheet workbook with multiple	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
use mathematical or logical functions, charts and data from all	CRP9. Model integrity, ethical leadership and effective management.

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

6.1.12.B.14.b Analyze how regionalization, urbanization, and	Content Standards
	Unit 5: The C Cdtical Knowledge & Skills ("Unpacked" Standards)
Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates	Unit 5: The Changing Social World Knowledge & Skills Content-Specific Practices packed" Standards) (when applicable)
Essays and short answer assignments.	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/ etc.

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	speakers		
	Summary and analysis of guest		officials.
	Videos/Documentaries/Films		appropriate government
	Summaty and Analysis of		share the plan with
	Written responses to queries		particular issue(s) and
graphs.	and essays		government related to a
Chart results from surveys using	Document Based Question analysis		transparency in
	Individual/Group Presentations		accountability and
	concepts		Develop a plan for public
	Definitions of key terms and		0.3.1Z.A.1
	sites/monuments	revolution and reform.	2007
	Class Trips to applicable historical	movements, including	
30 at ccs.	PowerPoint Presentations	inaccomposite including	States.
contras	Teacher and student led	Define various social	New Jersey and the United
Analyza information	Annotated Limelines		reform movements in
	notes		to social and economic
	Analysis of graphic organizers and	What is collective behavior?	suburbanization have led

Tickets, Study guides	Group Discussions, Graphic Organizers, Class Participation, Exit	Formative Assessment When possible, provide links to specific samples [documents] assignments esc.	
	Sxit Tests, Quizzes, Projects	Summative Assessment When possible provide links to specific samples/ documents/ assignments/ etc.	Unit 5 Assessment Plan

		n. Highlight Ney Words & Philases
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	-	Presentations
		g. Pair Visual Prompts with Verbal
	setting when requested.	f. Students may use a bilingual dictionary.
	E. Student may complete assessments in alternate	when not on task.
	 d. Provide modified assessments when necessary. 	e. Establish a non-verbal cue to redirect student
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d. Enrichment Activities	 Preferred seating to be determined by student and 	c. Model and provide examples
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b. Extension/Challenge Questions	study guides to reinforce key topics.	b. Students may be provided with note
a. Use of Higher Level Questioning Techniques	a. Students may be provided with note organizers /	a. Read written instructions
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Gifted and Talented	Special Education / 504	English Language Learners (ELL)
SCHWINES	Unit5Suggested Medifications/Accommodiations/Extension Activities	- 10 m

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

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