

Cedar Grove School District

Cedar Grove, NJ

2017

Grade 11

Sociology



Revised 2017

Approved by the Cedar Grove Board of Education

Superintendent of Schools

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Board of Education

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Sociology

Course Description

Sociology is a semester-long elective that presents students with an introduction to the academic discipline. Students develop an understanding of the ways sociologists investigate, describe and analyze social life. In addition, it is intended that the student develops a feeling for the excitement and significance of sociological research.

The course will also hone the essential skills that reside at the heart of the social studies discipline. Referenced throughout the guide are the skills prescribed by the Common Core. In each chapter, for example, students will write —cohesive and coherent passages, read complex primary sources, and integrate multiple sources of information.

In essence the course involves looking at the world in which we live, asking questions and solving problems. This is done by using the sociological perspective to gain a deeper understanding of social trends, cultural change, social inequality, social institutions, and human social development. By taking sociology students will gain a new way of looking at the world in which we live and begin to make connections between human behavior and society.

**This curriculum was written in accordance with the
NEW JERSEY STUDENT LEARNING STANDARDS
For *Social Studies*,
NEW JERSEY STUDENT LEARNING STANDARDS
For *Comprehensive Health and Physical Education*,
and the
NEW JERSEY STUDENT LEARNING STANDARDS
for *History, Social Studies, Science and Technical Subjects*.**

The NJSLS can be viewed at <http://www.state.nj.us/education/cccs/>

Sociology Unit Calendar

	Aug		Sep				Oct				Nov				Dec				Jan				Feb				Mar				Apr				May				Jun				
Unit:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40			
<u>Introduction to Sociology</u>	▶	█																																									
<u>Cultures</u>				█																																							
<u>Deviance</u>									█																																		
<u>Inequalities in Race and Ethnicity</u>															█																												
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40			



Introduction to Sociology

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2016 SLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NJ: Grades 11-12

Reading: History/Social Studies

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.

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

- RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source, provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

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

- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- WHST.11-12.1. Write arguments focused on discipline-specific content.
- WHST.11-12.1a. 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 the claim(s), counterclaims, reasons, and evidence.
- WHST.11-12.1b. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WHST.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WHST.11-12.1d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- WHST.11-12.1e. Provide a concluding paragraph or section that supports the argument presented.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- WHST.11-12.2a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- WHST.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WHST.11-12.2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WHST.11-12.2d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- WHST.11-12.2e. Provide a concluding paragraph or section that supports the argument presented.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

C. Diseases and Health Conditions

- 2.1.12.C.3 Determine the emotional, social, and financial impact of mental illness on the family, community, and state.

NJ: 2014 SLS: Social Studies

NJ: Grades 9-12

A. Civics, Government, and Human Rights

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Colonization and Settlement (1585-1763)

- 6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.

Expansion and Reform (1801-1861)

- 6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

Civil War and Reconstruction (1850-1877)

- 6.1.12.A.4.a Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

The Development of the Industrial United States (1870-1900)

- 6.1.12.A.5.a Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- 6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

The Emergence of Modern America (1890-1930)

- 6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.

The Emergence of Modern America (1890-1930)

- 6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.

The Emergence of Modern America (1890-1930)

- 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.

The Great Depression and World War II (1929-1945)

- 6.1.12.A.10.c Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

Contemporary United States (1970-Today)

- 6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.
- 6.1.12.A.16.b Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
- 6.1.12.A.16.c Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

Age of Revolutions (1750-1914)

- 6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
- 6.2.12.A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

Contemporary Issues

- 6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
- 6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
- 6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
- 6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

- 6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

B. Geography, People, and the Environment

Contemporary Issues

- 6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

C. Economics, Innovation, and Technology

6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

- 6.3.12.C.1 Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.

D. History, Culture, and Perspectives

Revolution and the New Nation (1754-1820s)

- 6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
- 6.1.12.D.2.d Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.

Civil War and Reconstruction (1850-1877)

- 6.1.12.D.4.d Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

Postwar United States (1945 to early 1970s)

- 6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

Contemporary United States (1970-Today)

- 6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

Contemporary United States (1970-Today)

- 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

The Emergence of the First Global Age (1350-1770)

- 6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
- 6.2.12.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.

Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)

- 6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

Age of Revolutions (1750-1914)

- 6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
- 6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- 6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.

A Half-Century of Crisis and Achievement (1900-1945)

- 6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period.
- 6.2.12.D.4.k Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.

The 20th Century Since 1945 (1945-Today)

- 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
- 6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

Contemporary Issues

- 6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.

6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

- 6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

Enduring Understandings

- Sociology studies human social behavior.
- The way a society provides for basic needs greatly affects its cultural and social structure.
- Some social groups and movements form to fulfill the needs of minority groups that are not represented by mainstream social institutions.
- Social science research skills help to better understand, analyze and communicate how we know the world.

Essential Questions

- What are the conflicts between the individual and society?
- How do we determine societal perspectives, patterns, and significances?
- What is the work of the sociologist?

Content

- A. The Sociological Perspective
- B. The Origins of Sociology
- C. Theoretical Perspectives

Skills

- A 1. Define sociology.
- A 2. Describe two uses of the sociological perspective.
- A 3. Distinguish sociology from other social sciences.
- B 1. Identify the major pioneers of sociology.
- B 2. Outline the contributions of the major pioneers of sociology.
- B 3. Summarize the development of sociology in the United States.
- C 1. Identify the three major theoretical perspectives in sociology today.

Stage 2: Assessment Evidence

Assessments

Formative: Other oral assessments

Demonstrate through oral assessment the differences between individual and societal responsibilities and perspectives.

Debate Discussion

Formative: Other oral assessments

Debate and discuss the theories associated with American Sociologists

Summative: Visual Arts Project

Identify and define the different sociological theories according to American and European Sociologists

Summative: Other written assessments

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class discussions
- Student Presentations
- Debates
- Projects
- Differentiated Instruction
- Research

Resources

- *Textbook: Sociology and You Shepard. Greene, Glencoe, 2008*
- Internet
- Periodicals



Cultures

Collaboration

Stage 1: Desired Results

NJ Standards

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NJ: Grades 11-12

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- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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Production and Distribution of Writing

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- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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- WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

NJ: 2014 SLS: Social Studies

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A. Civics, Government, and Human Rights

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The Great Depression and World War II (1929-1945)

- 6.1.12.A.10.c Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

Contemporary United States (1970-Today)

- 6.1.12.A.14.a Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

Contemporary United States (1970-Today)

- 6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.
- 6.1.12.A.16.b Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
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- 6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
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B. Geography, People, and the Environment

Contemporary Issues

- 6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

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D. History, Culture, and Perspectives

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Contemporary United States (1970-Today)

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Contemporary United States (1970-Today)

- 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

The Emergence of the First Global Age (1350-1770)

- 6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
- 6.2.12.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.

Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)

- 6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

Age of Revolutions (1750-1914)

- 6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
- 6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- 6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.

A Half-Century of Crisis and Achievement (1900-1945)

- 6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period.
- 6.2.12.D.4.k Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.

The 20th Century Since 1945 (1945-Today)

- 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
- 6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

Contemporary Issues

- 6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.

6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

- 6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

Enduring Understandings

- Through the development and structure of education, children are taught values, norms, beliefs, and attitudes.
- Groups are classified by how they develop and function.
- Stratification is the division of society into classes that have unequal amounts of wealth, power and prestige.
- The family is the very core of human social life.
- Some social groups and movements form to fulfill the needs of minority groups that are not represented by mainstream social institutions.
- Social groups and movements form in order to fulfill the emotional and psychological needs of their members.

Essential Questions

- How do culture and heredity affect social behavior?
- How are language and culture are related?
- What are the essential components of culture?
- What accounts for the differences in cultures?
- How is cultural diversity promoted/curtailed within a society?
- What are common threads among world cultures?

Content

- A. The Basis of Culture
- B. Language and Culture
- C. Norms and Values
- D. Beliefs and Material Culture
- E. Cultural Diversity and Similarity

Skills

- A. 1 Explain how culture and heredity affect social behavior.
- B. 1 Describe how language and culture are related.
- C. 1 Name the essential components of culture.
- D. 1 Discuss how cultural diversity is promoted within a society.
- E. 1 Identify similarities in cultures around the world.

Stage 2: Assessment Evidence

Assessments

Formative: Other oral assessments

Students will participate in class discussions

Formative: Lecture/seminar

Introduce through socratic method the historical, social, political, geographic and economic impact on cultures.

Summative: Technology Project

Students will research other cultures and present findings to class using technology.

Summative: Written Test

Students will demonstrate through a written test their knowledge of Cultures.

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class discussions
- Student Presentations
- Debates
- Projects
- Differentiated Instruction
- Research

Resources

- *Textbook: Sociology and You Shepard, Greene, Glencoe, 2008*
- Internet
- Periodicals
- Movies



Deviance

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2016 SLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NJ: Grades 11-12

Reading: History/Social Studies

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.

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

- RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

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

- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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.

Writing

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- WHST.11-12.1. Write arguments focused on discipline-specific content.
- WHST.11-12.1a. 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 the claim(s), counterclaims, reasons, and evidence.
- WHST.11-12.1b. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WHST.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WHST.11-12.1d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- WHST.11-12.1e. Provide a concluding paragraph or section that supports the argument presented.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.11-12.2a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- WHST.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WHST.11-12.2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WHST.11-12.2d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- WHST.11-12.2e. Provide a concluding paragraph or section that supports the argument presented.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Range of Writing

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.2 Integrated Skills

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication

- 2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

2.4 Human Relationships and Sexuality

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships

- 2.4.12.A.1 Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.

B. Sexuality

- 2.4.12.B.4 Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.

NJ: 2014 SLS: Social Studies

NJ: Grades 9-12

A. Civics, Government, and Human Rights

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Colonization and Settlement (1585-1763)

- 6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.

Expansion and Reform (1801-1861)

- 6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

Civil War and Reconstruction (1850-1877)

- 6.1.12.A.4.a Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

The Development of the Industrial United States (1870-1900)

- 6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

The Emergence of Modern America (1890-1930)

- 6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.

The Emergence of Modern America (1890-1930)

- 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.

The Great Depression and World War II (1929-1945)

- 6.1.12.A.10.c Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

Contemporary United States (1970-Today)

- 6.1.12.A.14.a Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

Contemporary United States (1970-Today)

- 6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.
- 6.1.12.A.16.b Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
- 6.1.12.A.16.c Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

Age of Revolutions (1750-1914)

- 6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
- 6.2.12.A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

Contemporary Issues

- 6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
- 6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
- 6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
- 6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

- 6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

B. Geography, People, and the Environment

The Emergence of Modern America (1890-1930)

- 6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

C. Economics, Innovation, and Technology

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present

interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Colonization and Settlement (1585-1763)

- 6.1.12.C.1.b Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

D. History, Culture, and Perspectives

Revolution and the New Nation (1754-1820s)

- 6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
- 6.1.12.D.2.d Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.

Civil War and Reconstruction (1850-1877)

- 6.1.12.D.4.d Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

Postwar United States (1945 to early 1970s)

- 6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

Contemporary United States (1970-Today)

- 6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

Contemporary United States (1970-Today)

- 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

The Emergence of the First Global Age (1350-1770)

- 6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
- 6.2.12.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.

Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)

- 6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

Age of Revolutions (1750-1914)

- 6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
- 6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- 6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.

A Half-Century of Crisis and Achievement (1900-1945)

- 6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period.
- 6.2.12.D.4.k Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.

The 20th Century Since 1945 (1945-Today)

- 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
- 6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

Contemporary Issues

- 6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.

6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

- 6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

Enduring Understandings

Essential Questions

- What are the contributing factors of deviance to cultural mores?

- Through the development and structure of formal and informal education, children are taught values, norms, beliefs, and attitudes. Deviance is the violation of these social values, norms, beliefs and attitudes.
- Since deviance is a cultural and not a universal belief,
- Some deviant groups and movements form to fulfill the needs of minority groups that are not represented by mainstream social institutions.

- What are effective forms of social control? ineffective forms?

Content

- A. Deviance and Social Control
- B. Functionalism and Deviance
- C. Symbolic Interactionism and Deviance
- D. Conflict Theory and Deviance
- E. Crime and Punishment

Skills

- A. 1 Define deviance.
- B. 1 Define social control and identify the major types of social control.
- C. 1 Discuss the positive and negative consequences of deviance.
- D 1. Differentiate the major functional theories of deviance.
- D 2. Discuss the conflict theory view of deviance.
- E.1 Describe four approaches to crime control.

Stage 2: Assessment Evidence

Assessments

Formative: Other oral assessments

Class participation in discussions.

Formative: Other written assessments

Students will observe, evaluate and write a written response to deviant behavior in society. Examples will be from movies which characterize deviance in our society.

Formative: Other oral assessments

Students will debate and discuss various types of deviance in our society and other societies.

Summative: Standardized Test

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class discussions
- Student Presentations
- Debates
- Projects
- Differentiated Instruction
- Research

Resources

- *Textbook: Sociology and You Shepard, Greene, Glencoe, 2008*
- Internet
- Periodicals
- Movies representing deviant themes



Inequalities in Race and Ethnicity

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2016 SLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NJ: Grades 11-12

Reading: History/Social Studies

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.

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

- RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source, provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

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

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NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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.

Writing

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- WHST.11-12.1. Write arguments focused on discipline-specific content.
- WHST.11-12.1a. 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 the claim(s), counterclaims, reasons, and evidence.
- WHST.11-12.1b. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WHST.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WHST.11-12.1d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- WHST.11-12.1e. Provide a concluding paragraph or section that supports the argument presented.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.11-12.2a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- WHST.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WHST.11-12.2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WHST.11-12.2d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- WHST.11-12.2e. Provide a concluding paragraph or section that supports the argument presented.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Range of Writing

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.2 Integrated Skills

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication

- 2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
- 2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.

2.4 Human Relationships and Sexuality

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships

- 2.4.12.A.6 Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

B. Sexuality

- 2.4.12.B.4 Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.

NJ: 2014 SLS: Social Studies

NJ: Grades 9-12

A. Civics, Government, and Human Rights

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global

communities.

Colonization and Settlement (1585-1763)

- 6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.

Expansion and Reform (1801-1861)

- 6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

Civil War and Reconstruction (1850-1877)

- 6.1.12.A.4.a Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

The Development of the Industrial United States (1870-1900)

- 6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

The Emergence of Modern America (1890-1930)

- 6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.

The Emergence of Modern America (1890-1930)

- 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.

The Great Depression and World War II (1929-1945)

- 6.1.12.A.10.c Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

Contemporary United States (1970-Today)

- 6.1.12.A.14.a Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

Contemporary United States (1970-Today)

- 6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.
- 6.1.12.A.16.b Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
- 6.1.12.A.16.c Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

Age of Revolutions (1750-1914)

- 6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
- 6.2.12.A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

Contemporary Issues

- 6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
- 6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
- 6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
- 6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

- 6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

B. Geography, People, and the Environment

The Emergence of Modern America (1890-1930)

- 6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

C. Economics, Innovation, and Technology

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Colonization and Settlement (1585-1763)

- 6.1.12.C.1.b Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

D. History, Culture, and Perspectives

Revolution and the New Nation (1754-1820s)

- 6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
- 6.1.12.D.2.d Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.

Civil War and Reconstruction (1850-1877)

- 6.1.12.D.4.d Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

Postwar United States (1945 to early 1970s)

- 6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

Contemporary United States (1970-Today)

- 6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

Contemporary United States (1970-Today)

- 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

The Emergence of the First Global Age (1350-1770)

- 6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
- 6.2.12.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.

Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)

- 6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

Age of Revolutions (1750-1914)

- 6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
- 6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- 6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.

A Half-Century of Crisis and Achievement (1900-1945)

- 6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period.

The 20th Century Since 1945 (1945-Today)

- 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
- 6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

Contemporary Issues

- 6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.

6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

- 6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

Enduring Understandings

- Some social groups and movements form to fulfill the needs of minority groups that are not represented by mainstream social institutions.
- Social groups and movements form in order to fulfill the emotional and psychological needs of their members.

Essential Questions

- What are the causes of discrimination and prejudice?
- How have societies responded to discrimination and prejudice?
- What are effective ways to respond to discrimination and prejudice?

- There exist global and historical impacts of racial and ethnic prejudice.
- The most common sources and patterns of prejudice and discrimination are fear and control

Content

- A. Minority, Race and Ethnicity
- B. Racial and Ethnic Relations
- C. Theories of Prejudice and Discrimination
- D. Minority Groups in America

Skills

- A. 1 Describe what sociologists mean by the terms minority, race and ethnicity.
- B. 1 Discuss patterns of racial and ethnic relations
- C. 1 Discuss the difference between prejudice and discrimination
- D. 1 Compare condition of American minorities with that of the white majority.

Stage 2: Assessment Evidence

Assessments

Formative: Other oral assessments

Present current events to establish a baseline for discussion.

Summative: Visual Arts Project

Complete a Visual Arts Project which depicts inequalities of race and/or ethnicity

Summative: Written Test

Complete a written test to determine understanding of concepts and facts related to inequalities of race and ethnicity

Formative: Other oral assessments

Class participation in discussions through the socratic method.

Stage 3: Learning Plan

Learning Activities

- Class discussions
- Student Presentations
- Debates
- Projects
- Differentiated Instruction
- Research
- Lecture

Resources

- *Textbook: Sociology and You Shepard, Greene, Glencoe, 2008*
- Internet
- Periodicals