

**BLACK HORSE PIKE REGIONAL HIGH SCHOOL  
HIGHLAND TIMBER CREEK TRITON  
SOCIAL STUDIES DEPARTMENT**

**SYLLABUS – Sociology (Semester Course)**

**Course Overview**

Sociology focuses on the systematic understanding of social interaction, social organization, social institutions, and social change. Major themes in sociological thinking include the interplay between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life. Understanding sociology helps discover and explain social patterns and see how such patterns change over time and in different settings. By making vivid the social basis of everyday life, sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life.

Carefully chosen topics from the major schools of sociological thought will not only help students achieve a basic knowledge of sociology, but more importantly a better understanding of themselves and the world around them. The class strives to meet the New Jersey Core Curriculum Content Standards' mission of providing learners with the "knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age."

**Course Content Outline and NJ Core Curriculum Standards**

**First Marking Period**

**Unit #1:** Introduction & Sociological Perspectives

(SOC 6.3.12, 21<sup>st</sup> CENT 9.1.12.B)

**Unit #2:** Culture

(SOC 6.3.12, 21<sup>st</sup> CENT 9.1.12.A)

**Unit #3:** Deviance

(SOC 6.3.12, 21<sup>st</sup> CENT 9.1.12.C)

**Second Marking Period**

**Unit #4:** The Family

(SOC 6.3.12, 21<sup>st</sup> CENT 9.1.12.D)

**Unit #5:** Social Structure & Social Stratification

(SOC 6.3.12, 21<sup>st</sup> CENT 9.1.12.D)

**Unit #6:** Sport

(SOC 6.3.12, 21<sup>st</sup> CENT 9.1.12.F)

**Course Expectations and Skills**

- Develop scientific attitudes and skills, including critical thinking, problem solving, and an appreciation for scientific methodology
- Recognize the diversity of individuals who advance the field
- Explore multicultural and global perspective that recognizes how diversity is important to understanding sociology
- Possess ability to relate sociological knowledge to everyday life
- Identify how sociology can be useful in addressing a wide array of issues, from individual to global levels

- Show the relevance and reality of structural factors in social life
- Place an issue in a larger context (identify systemic elements; identify stakeholders; list unintended consequences)
- Describe, explain, and predict aspects of social problems
- Debunk individualistic explanations of behavior and identify social patterns
- Recognize the difference between sociological explanations
- Recognize the difference between empirical and normative statements
- Identify and offer explanations for social inequality
- Perform a content analysis of texts or news to identify possible sources of bias
- Transform a topic of interest into a researchable, sociological question
- Describe the elements of the scientific method in the social sciences
- Understand basic elements of an ethical code of conduct for sociologists
- Evaluate the methodological processes and limits of research (e.g., bias, generalizability)
- Critically assess web sites and electronic resources
- Distinguish levels of analysis
- Posit intervening factors and spurious relationships in social life
- Show awareness of probabilities and contingencies
- Recognize that counterfactual anecdotes do not invalidate sociology
- Understand the intersection of biography and history
- Take the role of the other
- Describe various career trajectories for sociologists at different degree levels; where sociologists work and what they do
- Position personal life choices and chances in a demographic context
- Compare and contrast one's own context with those in other parts of the U.S. and the world
- Describe the tension between generalization and stereotyping; social forces and determinism
- Appreciate the role of human agency in social change

### **Course Materials**

Shepard, Jon M. and Robert W. Greene. *Sociology & You*. New York, Glencoe McGraw-Hill 2008

1. **Notebook:** All students will be required to maintain a notebook.

### **Grading**

Students will earn their grades based on the following categories of assignments:

- Major Assessments: 40% - Projects: 15%
- Minor Assessments: 25% - Homework/Classwork: 20%

### **Teacher information**

TBA

# Black Horse Pike Regional School District

ENGAGING STUDENTS FOSTERING ACHIEVEMENT CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b></p> <p>SOCIOLOGY</p> <p>UNIT 1: INTRODUCTION AND SOCIOLOGICAL PERSPECTIVES</p>	<p><b>Unit Summary:</b></p> <p>This unit introduces the discipline of sociology, including information about its history, questions, theory, and scientific methods, and what distinguishes it from other social science disciplines. Central features include social interaction and relationships, social contexts, social structure, social change, the significance of diversity and human variation, and the critical, questioning character of sociology. It also explores what</p>
<p><b>Grade Level(s):</b></p> <p>11-12</p>	<p>sociologists do, and the three major theoretical perspectives that sociologists adopt in their studies: functionalism, conflict theory, and symbolic interactionism.</p>
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What is sociology?</li> <li>• What is gained by using the sociological imagination?</li> <li>• How and why has the study of sociology developed over time?</li> <li>• Why is recognizing varying perspectives important?</li> <li>• What is the role played by the three sociological perspectives?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• Although it is frequently confused with anthropology and psychology, sociology is the scientific study of social structure. It assumes a group, rather than an individual, perspective.</li> <li>• Using the sociological imagination enables individuals to see the relationship between events in their personal lives and events in their society.</li> <li>• Sociology is a young science – it started with the writings of key European scholars such as Auguste Comte and Karl Marx, and Jane Addams and W.E.B. DuBois helped to focus America’s attention on social issues.</li> <li>• A perspective is a particular point of view. Sociologists must take various perspectives into account, for people’s perspectives greatly influence their attitudes, beliefs, and actions.</li> <li>• Sociology includes three major theoretical perspectives, which frequently conflict with one another. Taking all three perspectives into account enables us to see most of the important dimensions of human social behavior.</li> </ul>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
(1) Describe the nature of sociology, and apply the sociological perspective.	(1) 6.3.12 RH.11-12.2
(2) Analyze the importance of patterns in the study of sociology.	(2) 6.3.12
(3) Develop the sociological imagination when studying events in society.	RH.11-12.3 (3) 6.3.12
(4) Identify the European origins of the study of sociology.	RH.11-12.6
(5) Compare and contrast the study of sociology in America with that in Europe.	(4) 6.3.12 RH.11-12.9
(6) Critique the role of theoretical perspectives in sociology.	(5) 6.3.12
(7) Compare and contrast the three major sociological perspectives.	RH.11-12.8 (6) 6.3.12 RH.11-12.6 (7) 6.3.12 RH.11-12.6

### Inter-Disciplinary Connections:

**Language Arts Literacy:** Primary source reading: Native American’s speech; Varying perspectives in Little Red Riding Hood activity; Primary source reading: “Such As We”; Secondary source reading: “Modern Wisdom: Urban Legends”; Excerpts from Malcolm Gladwell's *The Tipping Point*

**Technology:** Microsoft word for typed documents; Video clips; Secondary source reading: “Will We Have Any Privacy Left?”; Film: *The Quiet Rage*; Project: Sociology job ads, Project: Using Census Data to Analyze your Neighborhood; Internet research: What do sociologists do?

**Art:** Personal Coat of Arms project; Depression-era photographs; Activity: Illustrating social structure through needlepoint

**Math:** Sociological study of the internet; Case study: “Individual and societal explanations for suicide”

**Science:** Project: Using Census Data to Analyze your Neighborhood

### Students will engage with the following text:

*Sociology & You*, Glencoe-McGraw Hill (2008)  
Primary source reading: Native American’s speech  
Varying perspectives in Little Red Riding Hood  
Case study: “The McDonaldization of Higher Education”

Text reading: Jane Addams

Secondary source reading: "Will We Have Any Privacy Left?"

Primary source reading: "Such As We"

Secondary source reading: "Modern Wisdom: Urban Legends"

Case study: "Individual and societal explanations for suicide"

Excerpts from Malcolm Gladwell's *The Tipping Point*

Depression-era photographs and Chad Hanson Reading

**Suggested Accommodations/Modifications for Reading:**

Highlight or underline main ideas in reading materials or provide annotated copies of readings; Provide students with summaries of primary source documents; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Allow students to listen to audio recordings of readings if available; Give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; Provide guiding questions to complete when reading to ensure an understanding of main ideas.

**Students will write:**

Cornell Notes – daily note taking

Daily exit slips

Graphic organizer: Three sociological perspectives

Response to case studies: "The McDonaldization of Higher Education"; "Individual and societal explanations for suicide"

Writing Prompt: Using your sociological imagination

Essay response to film: *The Quiet Rage*

Writing Prompt: Ways to conform and not conform

Essay: "What do sociologists do?"

**Suggested Accommodations/Modifications for Writing:**

Provide students with guided Cornell Notes; Provide guiding questions for written responses; Give checklists or step-by-step directions for assignments; Reduce length requirement for writing assignments; Reduce number of open-ended responses; Give graphic organizers to help students organize their writing; Allow students to type responses if possible; Grade on content not mechanics; Provide extra space and lined paper for student responses for students with poor or large handwriting.

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

#### **DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

Chapter vocabulary definitions

Vocabulary quiz

Worksheet: Sociology and Common Sense quiz

Project: Sociology job ads

Activity: Societal vs. Individual responsibilities

Activity: Viewpoints of Sociology

Worksheet: Understanding signs and symbols

Primary source reading: Native American's speech

Varying perspectives in Little Red Riding Hood activity

Case study: "The McDonaldization of Higher Education"

Sociological study of the internet

Secondary source reading: "Will We Have Any Privacy Left?"

Primary source reading: "Such As We"

Secondary source reading: "Modern Wisdom: Urban Legends"

Research project: Signs of the Times

Personal Coat of Arms project

Cooperative learning activity: Puzzling over Theoretical Perspectives

Cooperative learning activity: The Speed Discussion

Graphic organizer: Three sociological perspectives

Cornell Notes on the history of sociology

Worksheet: Contemporary Sociological Theories

Text reading and questions on Jane Addams

Writing Prompt: Using your sociological imagination

Case study: "Individual and societal explanations for suicide"

Excerpts from Malcolm Gladwell's *The Tipping Point*

Film: *The Quiet Rage*

Writing Prompt: Ways to conform and not conform

Project: Using Census Data to Analyze your Neighborhood

Depression-era photographs and Chad Hanson Reading

Activity: Teaching the Distinction between Normative and Empirical Statements

Activity: Illustrating social structure through needlepoint

Internet research: What do sociologists do?

**Suggested Accommodations/Modifications for Assignments and Instruction:**

Provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Provide students with guided Cornell Notes; Break lectures into small portions; Use graphic organizers for writing assignments; Use exit slips to check for understanding of new concepts; Chunk assignments into smaller portions.

**PART IV: EVIDENCE OF LEARNING**



**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.**

**Formative Assessments:**

**HW/CW activities:** Native American's speech; Varying perspectives in Little Red Riding Hood activity; Puzzling over theoretical perspectives; Depression-era photographs; Teaching the Distinction between Normative and Empirical Statements; Illustrating social structure through needlepoint

**In-Class Discussion:** The speed discussion; Three sociological perspectives; Individual and societal explanations for suicide

**Socratic Seminar:** "The McDonaldization of Higher Education"

**Notebook:** Daily Cornell Notes

**\*These assessments will mostly require students to: remember, understand, apply, and analyze.\***

**Accommodations/Modifications:**

**Suggested Modifications/Accommodations for Formative Assessments:** Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than

mechanics; Divide or chunk assessments into portions; Provide graphic organizers for written assignments; Give partial credit for open-ended response answers; Provide extra space and/or lined paper for student responses for students with poor or large handwriting; Increase spacing to reduce visual clutter; Put fewer questions on each page; Allow students to use notes for open-ended questions; Read directions aloud and clarify, restate, or reword directions as necessary.

**Suggested for gifted & talented students:** Provide supplementary assignments and readings; Use inquiry based practices and allow students opportunities to conduct additional research; Provide assignment choices that require more detail and deeper understanding.

### **Summative Assessments:**

**Common Unit Benchmark Test:** Introduction & Sociological Perspectives: Multiple Choice & Open Ended Response Questions; section quizzes; vocabulary quiz

**\*These assessments will mostly require students to: apply, analyze, evaluate, and create.\***

### **Accommodations/Modifications:**

**Suggested Modifications/Accommodations for Summative Assessments:** Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions and give over multiple days if necessary; Provide graphic organizers for written responses; Give partial credit for open-ended response answers; Increase spacing to reduce visual clutter on pages; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions for each section aloud and clarify, restate, or reword directions as necessary.

**Suggested for gifted & talented students:** Provide supplementary or lengthier readings on assessments; Provide enrichment activities for students who complete assessments quickly; Develop open-ended questions that require more detailed responses and deeper understanding of material.

### **Performance Assessments:**

Project: Sociology job ads  
Research project: Signs of the Times  
Personal Coat of Arms project  
Project: Using Census Data to Analyze your Neighborhood

**\*These assessments will mostly require students to: apply, analyze, evaluate, and create.\***

### **Accommodations/Modifications:**

**Suggested Modifications/Accommodations for Performance Assessments:** Extended time, After-school support; Provide oral and written instructions; Allow students to work with partners; Provide step-by-step directions or checklists for assignments; Use concrete examples; Divide or chunk assignments into portions; Give students a timeline/calendar with due dates and post due dates in a visible place in the room - refer to them daily to improve time management.

**Suggested for gifted & talented students:** Use inquiry based practices and allow students opportunities to conduct additional research; Provide project choices that require more detail and deeper understanding of material; Allow students to conduct their own research study.

# Black Horse Pike Regional School District

ENGAGING STUDENTS FOSTERING ACHIEVEMENT CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b></p> <p>SOCIOLOGY</p> <p>UNIT 2: CULTURE</p>	<p><b>Unit Summary:</b></p> <p>Culture defines how people in a society behave in relation to others and to physical objects. Although most behavior among animals is instinctual, human behavior is learned and people are generally influenced by culture. Humans create and transmit culture through symbols, values, norms, folkways, mores, and laws all based on an ideal and real culture. Of importance to note is that cultures change according to three major processes including subcultures, countercultures, and cultural universals.</p>
<p><b>Grade Level(s):</b></p> <p>11-12</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What is culture?</li> <li>• How does language impact culture?</li> <li>• What are norms and values?</li> <li>• What is the difference between an ideal and real culture?</li> <li>• What are subcultures and countercultures?</li> <li>• What common cultural universals do cultures share?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• Culture is the knowledge, values, customs, and physical objects that are shared by members of a society.</li> <li>• Language frees humans from the limits of time and place and allows us to create culture. Symbols, a key component of language, are used universally to communicate. According to the hypothesis of linguistic relativity, our idea of reality depends largely upon language.</li> <li>• Norms are the rules we live by that define appropriate and inappropriate behavior. They differ by culture and include folkways, mores, and laws. Values serve as the basis of norms.</li> <li>• Ideal culture includes the guidelines we claim to accept, while real culture describes how we actually behave.</li> <li>• Subcultures and countercultures are parts of the dominant culture but whose values differ.</li> <li>• Cultural universals such as economy, institutions, arts, language, environment, recreation, and beliefs are all part of any culture.</li> </ul>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
(1) Explain how culture and heredity affect social behavior.	(1) 6.3.12
(2) Describe how language and culture are related.	RH.11-12
(3) Name the essential components of culture.	(2) 6.3.12
(4) Discuss how cultural diversity is promoted within a society.	RH.11-12.2
(5) Understand the role of ethnocentrism in society.	(3) 6.3.12
(6) Identify similarities in cultures around the world.	WHST.9-10.4
	(4) 6.3.12
	RH.11-12.2
	(5) 6.3.12
	(6) 6.3.12
	RH.9.10.6

### Inter-Disciplinary Connections:

**Language Arts Literacy:** Vocabulary definitions. Essay on nature vs. nurture. Primary source reading: NJ & You: Know the Law. Excerpts from text. Secondary reading: "The Mysterious Fall of the Nacirema." Case Study: "Culture Clash (California)." Case study: "Cultural Relativism." Case study: "How do Schools and Parents Fail Teens?" Secondary reading: "How Rude! Manners in America." Primary source reading: "The Dirty English." Secondary reading: "The Power of Gestures." Primary source reading: "The Need for Values." Secondary readings: "Understanding Social Location." Essay describing an American cultural practice from an outsider's perspective. Case study: "Culture in Action: Symbols and Strategies."

**Technology:** Culture project. "The Gods Must be Crazy." Microsoft word for typed documents. Culture of Gloucester Township Project. "Supersize Me."

**Art:** Design own culture project (draw shape of country)

**Health:** Shaman reading and medical necessities

**US History:** Shaman reading and laws requiring medical care. NJ & You: Know the law reading.

### Students will engage with the following text:

*Sociology & You*, Glencoe-McGraw Hill (2008)  
 NY & You: Know the Law

Case Study: "Culture Clash (California)"

Cultural Universals handout

Secondary reading: "The Mysterious Fall of the Nacirema"

Case study: "Cultural Relativism"

Case study: "How do Schools and Parents Fail Teens?"

Secondary reading: "How Rude! Manners in America"

Primary source reading: "The Dirty English"

Secondary reading: "The Power of Gestures"

Primary source reading: "The Need for Values"

Secondary readings: "Understanding Social Location"

Case study: "Culture in Action: Symbols and Strategies"

**Suggested Accommodations/Modifications for Reading:**

Highlight or underline main ideas in reading materials or provide annotated copies of readings; Provide students with summaries of primary source documents; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Allow students to listen to audio recordings of readings if available; Give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; Provide guiding questions to complete when reading to ensure an understanding of main ideas.

**Students will write:**

Chapter vocabulary definitions

Cornell Notes- daily note taking

Daily exit slips

Various lists of cultural components

Essay: nature vs. nurture

Essay: Describe an American cultural practice from an outsider's perspective

**Suggested Accommodations/Modifications for Writing:**

Provide students with guided Cornell Notes; Provide guiding questions for written responses; Give checklists or step-by-step directions for assignments; Reduce length requirement for writing assignments; Reduce number of open-ended responses; Give graphic organizers to help students organize their writing; Allow students to type responses if possible; Grade on content not mechanics; Provide extra space and lined paper for student responses for students with poor or large handwriting.

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

#### **DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

Chapter vocabulary definitions

Vocabulary quiz

Graphic organizer: Components of culture

Essay: Is behavior based on culture or heredity? (nature vs. nurture)

Compose list of instincts, drives, and reflexes

Class discussion on Sociobiology

Graphic organizer: Examples of the components of culture

Coke bottle demonstration

Cultural relativism reading and questions

List personal norms and values

Research cultural etiquettes

Read Blue Laws

Primary Source Reading: NJ & You: Know the Law

List appropriate formal and informal sanctions for actions

Justify basic values in US

Design own culture project

Case Study: Culture Clash (California)

List material and nonmaterial items in culture

Paired Learning Activity: select an activity and list material and nonmaterial items

List real and ideal cultural behaviors

Movie: Supersize Me

Class discussion: How and why has culture changed?

Focus on Research: How Do Schools and Parents Fail Teens?

List of subcultures and countercultures

Jonestown discussion

Yearning for Zion Ranch Discussion

Tech Trends: Star Wars and the Internet

Evaluate own ethnocentrism: class discussion

Handout: Cultural universals (complete list using own culture)

"The God's Must be Crazy"

Secondary reading: "The Mysterious Fall of the Nacirema"

Case study: "Cultural Relativism"

Worksheet: Analyzing Cultural Cues

Graphic organizer: Folkways, mores, and laws

Class discussion: What is the purpose of laws?  
Activity: Ranking 15 things students value  
Worksheet: Ranking most important values  
Activity: Bomb Shelter  
Primary source reading: "The Need for Values"  
Map analysis: "Immigration to the United States"  
Secondary reading: "How Rude! Manners in America"  
Primary source reading: "The Dirty English"  
Secondary reading: "The Power of Gestures"  
Research project: "A Picture is Worth 1,000 Words"  
Class discussion & analysis: "What is a value?"  
Activity: "On Assignment for *National Geographic*"  
Field study: "Decoding Human Behavior: Social Norms and Daily Life"  
Secondary readings: "Understanding Social Location"  
Application Exercise on Ethnocentrism and Cultural Relativism  
Activity: Using the Hypothesis of Linguistic Relativity  
Field study: "Observing Culture"  
Essay: Describe an American cultural practice from an outsider's perspective  
Project: Culture of Gloucester Township  
Project: Breaking a Social Norm  
Activity: American Values in Print Media  
Case study: "Culture in Action: Symbols and Strategies"

**Suggested Accommodations/Modifications for Assignments and Instruction:**

Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Provide students with guided Cornell Notes; Break lectures into small portions; Use graphic organizers for writing assignments; Use exit slips to check for understanding of new concepts; Chunk assignments into smaller portions.

**PART IV: EVIDENCE OF LEARNING**



**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**  
**IDENTIFY BLOOM'S LEVELS.**

**Formative Assessments:**

**HW/CW activities:** List of cultural components. Research of cultural etiquettes.

**In-Class Discussion:** Textbook readings, questions and answers. Jonestown and Yearning for Zion Ranch discussion of countercultures. Purpose of laws. "What is a value?"

**Notebook:** Daily Cornell Notes

**\*These assessments will mostly require students to: remember, understand, apply, and analyze.\***

**Accommodations/Modifications:**

**Suggested Modifications/Accommodations for Formative Assessments:** Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions; Provide graphic organizers for written assignments; Give partial credit for open-ended response answers; Provide extra space and/or lined paper for student responses for students with poor or large handwriting; Increase spacing to reduce visual clutter; Put fewer questions on each page; Allow students to use notes for open-ended questions; Read directions aloud and clarify, restate, or reword directions as necessary.

**Suggested for gifted & talented students:** Provide supplementary assignments and readings; Use inquiry based practices and allow students opportunities to conduct additional research; Provide assignment choices that require more detail and deeper understanding.

**Summative Assessments:**

Common Unit Benchmark Test: Culture: Multiple Choice & Open Ended Response Questions; Section quizzes; Vocabulary quiz.

**\*These assessments will mostly require students to: apply, analyze, evaluate, and create.\***

**Accommodations/Modifications:**

**Suggested Modifications/Accommodations for Summative Assessments:** Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than

mechanics; Divide or chunk assessments into portions and give over multiple days if necessary; Provide graphic organizers for written responses; Give partial credit for open-ended response answers; Increase spacing to reduce visual clutter on pages; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions for each section aloud and clarify, restate, or reword directions as necessary.

**Suggested for gifted & talented students:** Provide supplementary or lengthier readings on assessments; Provide enrichment activities for students who complete assessments quickly; Develop open-ended questions that require more detailed responses and deeper understanding of material.

### **Performance Assessments:**

Design own culture project  
Essay: nature vs. nurture  
Research project: "A Picture is Worth 1,000 Words"  
Field study: "Decoding Human Behavior: Social Norms and Daily Life"  
Field study: "Observing Culture"  
Project: Culture of Gloucester Township  
Project: Breaking a Social Norm

**\*These assessments will mostly require students to: apply, analyze, evaluate, and create.\***

### **Accommodations/Modifications:**

**Suggested Modifications/Accommodations for Performance Assessments:** Extended time, after-school support; Provide oral and written instructions; Allow students to work with partners; Provide step-by-step directions or checklists for assignments; Use concrete examples; Divide or chunk assignments into portions; Give students a timeline/calendar with due dates and post due dates in a visible place in the room - refer to them daily to improve time management.

**Suggested for gifted & talented students:** Use inquiry based practices and allow students opportunities to conduct additional research; Provide project choices that require more detail and deeper understanding of material; Allow students to conduct their own research study.

# Black Horse Pike Regional School District

ENGAGING STUDENTS FOSTERING ACHIEVEMENT CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b></p> <p>SOCIOLOGY</p> <p>UNIT 3: DEVIANCE</p>	<p><b>Unit Summary:</b></p> <p>Deviance is the violation of social norms and difficult to define because not everyone agrees on what should be considered deviant. Functionalism, Symbolic Interactionism, and Conflict theories address the issue of deviance and explain the nature of deviance from different perspectives. Crime statistics are ways to measure deviance in a society and come from (2) major sources but don't account for all deviant acts in society. There are (4) approaches to crime control that are used in society.</p>
<p><b>Grade Level(s):</b></p> <p>11-12</p>	<p><b>Unit Summary:</b></p> <p>Deviance is the violation of social norms and difficult to define because not everyone agrees on what should be considered deviant. Functionalism, Symbolic Interactionism, and Conflict theories address the issue of deviance and explain the nature of deviance from different perspectives. Crime statistics are ways to measure deviance in a society and come from (2) major sources but don't account for all deviant acts in society. There are (4) approaches to crime control that are used in society.</p>
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What is deviance?</li> <li>• What is social control?</li> <li>• How do functionalists define deviance?</li> <li>• How does the conflict theory account for deviance?</li> <li>• What is the symbolic interactionism theory?</li> <li>• How is crime recorded?</li> <li>• What are the approaches to crime control?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• Deviance is defined as behavior that departs from societal or group norms and can be either positive or negative.</li> <li>• Social control is ways to encourage conformity to society's norms.</li> <li>• According to functionalists, deviance has both negative and positive consequences for society. Functionalism also forms the basis for two important theories of deviance: strain theory and control theory.</li> <li>• The conflict perspective looks at deviance in terms of social inequality and power.</li> <li>• The symbolic interactionist perspective yields two theories of deviance: differential association theory and labeling theory.</li> <li>• Crime statistics are collected by the FBI and the Census Bureau.</li> <li>• There are four approaches to crime control: deterrence, retribution, incarceration, and rehabilitation.</li> </ul>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
(1) Define deviance.	(1) SOC.9-12.6.6.12
(2) Define social control and identify the major types of social control.	D.5 RH.11-12.4
(3) Discuss the positive and negative consequences of deviance.	(2) SOC.9-12.6.6.12
(4) Differentiate the major functional theories of deviance.	D.5
(5) Discuss the conflict theory view on deviance.	RH.11-12.4
(6) Describe four approaches to crime control.	RH.11-12.4
	(3) SOC.9-12.6.6.12 D.5
	RH.11-12.6
	(4) SOC.9-12.6.6.12 D.5
	RH.11-12.6
	(5) SOC.9-12.6.6.12 D.5
	RH.11-12.4
	(6) SOC.9-12.6.6.12 D.5
	RH.11-12.2

### Inter-Disciplinary Connections:

**Language Arts Literacy:** Vocabulary definitions. Response questions. List of deviant acts and positive and negative deviance. Primary Source Articles: Senior Pranks. Primary source reading, "Martha Stewart" and "Teen Smoking." Book readings and questions: Tech Trends. Primary source reading: "Violent Crime Peaks After School." Primary source reading: "Amnesty International: The Death Penalty." Primary source: "Capital Punishment." Secondary reading: "Cybercrime." Case study: "Spare the Rod?"

**Technology:** Microsoft word for typed documents. Zimbardo's slide show. Web Quest assignments. Soprano's episode. Breakfast Club. Research project: Making Sense of Juvenile Crime Statistics. Activity: Images of crime. Cooperative learning activity: Media Portrayals of Crime.

**Math:** Statistics on violent crime. Research project: Making Sense of Juvenile Crime Statistics. Project: How much crime is there?

**Health:** Deviant behavior inventory.

**US History:** History of the death penalty.

**Public Speaking:** Presentation of theory information. Debate on death penalty.

**Students will engage with the following text:**

*Sociology & You*, Glencoe-McGraw Hill (2008)

Primary Source Reading, "Martha Stewart Indicted on Criminal Charges."

List of deviant acts

Primary Source Articles: Senior Pranks

Primary source reading: "Violent Crime Peaks After School"

Look Out for Identity Thieves

Primary source reading: "Amnesty International: The Death Penalty"

Primary source: "Capital Punishment"

Secondary reading: "Cybercrime"

Case study: "Spare the Rod?"

**Suggested Accommodations/Modifications for Reading:**

Highlight or underline main ideas in reading materials or provide annotated copies of readings; Provide students with summaries of primary source documents; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Allow students to listen to audio recordings of readings if available; Give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; Provide guiding questions to complete when reading to ensure an understanding of main ideas.

**Students will write:**

Chapter vocabulary definitions

Cornell Notes- daily note taking

Daily exit slips

Response: How is your life controlled? How is your school controlled? How is society controlled?

Project: Deviant behavior inventory

Student centered learning: deviant behavior theories activity

**Suggested Accommodations/Modifications for Writing:**

Provide students with guided Cornell Notes; Provide guiding questions for written responses; Give checklists or step-by-step directions for assignments; Reduce length requirement for

writing assignments; Reduce number of open-ended responses; Give graphic organizers to help students organize their writing; Allow students to type responses if possible; Grade on content not mechanics; Provide extra space and lined paper for student responses for students with poor or large handwriting.

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

#### **DESCRIBE THE LEARNING EXPERIENCE.**

#### **How will students uncover content and build skills.**

Chapter vocabulary definitions  
Vocabulary quiz  
Handout: list of deviant acts; class discussion  
List of positive and negative deviance in society  
Response: How is your life controlled? How is your school controlled? How is society controlled?  
Movie: Breakfast Club  
List of social sanctions  
Breaking a Social Norm activity  
Class discussion: "Quiet Rage" (view Zimbardo's slide show)  
Primary source Articles: Senior Pranks  
Project: Deviant behavior inventory  
Deviance theory activity: student centered learning  
Presentation of theory  
Worksheet: Types of Crime  
Worksheet: Who is Paying for Crime?  
Worksheet: An Eye for an Eye  
Primary source reading, "Is Teen Smoking a Deviant Behavior?"  
List of white collar and blue collar crimes  
Primary source reading: "Martha Stewart Indicted on Criminal Charges," NY Times  
Soprano's episode and class discussion of criminal behavior  
Violent crime statistics  
Primary source reading: "Violent Crime Peaks After School"  
Web Quest: Uniform Crime Report  
Web Quest: Crime in NJ, Camden County and local town  
Juvenile Crime Statistics  
Primary source reading: "Crimes and Punishments"  
Tech Trends: Look Out for Identity Thieves!  
Guest speaker: school resource officer

Death penalty: state by state statistics  
Class discussion: (4) approaches to criminal behavior, do they work?  
Primary source reading: "Amnesty International: The Death Penalty"  
Debate: Death Penalty  
Primary source: "Capital Punishment"  
Secondary reading: "Cybercrime"  
Case study: "Spare the Rod?"  
Research project: Making Sense of Juvenile Crime Statistics  
Discussion: Debating deviance  
Deviance mini case study  
Activity: Images of crime  
Cooperative learning activity: Media Portrayals of Crime  
Socratic Seminar: "Drug Testing in the Workplace"  
Discussion: The effects of prison and recidivism rates  
Activity and discussion: Strain Theory in BHRPSD  
Cooperative learning activity: Deviance from each of the theoretical perspectives  
Project: How much crime is there?

**Suggested Accommodations/Modifications for Assignments and Instruction:**

Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Provide students with guided Cornell Notes; Break lectures into small portions; Use graphic organizers for writing assignments; Use exit slips to check for understanding of new concepts; Chunk assignments into smaller portions.

**PART IV: EVIDENCE OF LEARNING**



**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.**

**Formative Assessments:**

**HW/CW activities:** List of deviant acts and positive and negative deviance. Student centered learning activity. Primary source reading questions.

**In-Class Discussion:** Textbook readings, questions and answers. Debating deviance. The effects of prison and recidivism rates.

**Notebook:** Daily Cornell Notes

**Socratic Seminar:** “Drug Testing in the Workplace”

**\*These assessments will mostly require students to: remember, understand, apply, and analyze.\***

**Accommodations/Modifications:**

**Suggested Modifications/Accommodations for Formative Assessments:** Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions; Provide graphic organizers for written assignments; Give partial credit for open-ended response answers; Provide extra space and/or lined paper for student responses for students with poor or large handwriting; Increase spacing to reduce visual clutter; Put fewer questions on each page; Allow students to use notes for open-ended questions; Read directions aloud and clarify, restate, or reword directions as necessary.

**Suggested for gifted & talented students:** Provide supplementary assignments and readings; Use inquiry based practices and allow students opportunities to conduct additional research; Provide assignment choices that require more detail and deeper understanding.

**Summative Assessments:**

Common Unit Benchmark Test: Culture: Multiple Choice & Open Ended Response Questions; Section quizzes; Vocabulary quiz.

**\*These assessments will mostly require students to: apply, analyze, evaluate, and create.\***

**Accommodations/Modifications:**

**Suggested Modifications/Accommodations for Summative Assessments:** Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions and give over multiple days if necessary; Provide graphic organizers for written responses; Give partial credit for open-ended response answers; Increase spacing to reduce visual clutter on pages; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions for each section aloud

and clarify, restate, or reword directions as necessary.

**Suggested for gifted & talented students:** Provide supplementary or lengthier readings on assessments; Provide enrichment activities for students who complete assessments quickly; Develop open-ended questions that require more detailed responses and deeper understanding of material.

### **Performance Assessments:**

Project: Deviant behavior inventory  
Web Quest: Uniform Crime Report  
Web Quest: Crime in NJ, Camden County and local town  
Research project: Making Sense of Juvenile Crime Statistics  
Project: How much crime is there?

**\*These assessments will mostly require students to: apply, analyze, evaluate, and create.\***

### **Accommodations/Modifications:**

**Suggested Modifications/Accommodations for Performance Assessments:** Extended time, after-school support; Provide oral and written instructions; Allow students to work with partners; Provide step-by-step directions or checklists for assignments; Use concrete examples; Divide or chunk assignments into portions; Give students a timeline/calendar with due dates and post due dates in a visible place in the room - refer to them daily to improve time management.

**Suggested for gifted & talented students:** Use inquiry based practices and allow students opportunities to conduct additional research; Provide project choices that require more detail and deeper understanding of material; Allow students to conduct their own research study.

# Black Horse Pike Regional School District

ENGAGING STUDENTS FOSTERING ACHIEVEMENT CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b></p> <p>SOCIOLOGY</p> <p>UNIT 4: THE FAMILY</p>	<p><b>Unit Summary:</b></p> <p>This unit studies of the diversity of family forms now common in the United States, a comparison of different kinship systems across cultures, sociological theories of family structure and family experience, data on marital status and living arrangements, and social changes affecting patterns of marriage and divorce.</p>
<p><b>Grade Level(s):</b></p> <p>11-12</p>	<p>Also included is a discussion of family violence and the social problems affecting contemporary families. This unit examines the sociological role played by the major institution of socialization in any society, the family.</p>
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How are families structured, and why do structures vary between cultures?</li> <li>• What forms do marriages take?</li> <li>• What are the functions of the family in terms of children?</li> <li>• What does the American family look like?</li> <li>• How does society affect divorce rates?</li> <li>• How does domestic violence impact the family?</li> <li>• How have changes in marriage family structure affected</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• Whether nuclear or extended, families behave in similar ways across cultures. These patterns of behavior relate to inheritance, authority, and place of residence.</li> <li>• The marriage ceremony is an important ritual in all ceremonies, announcing that a new family has been formed, and that any children born to the couple can legitimately inherit the family name and property. Marriage forms differ greatly between cultures.</li> <li>• A family serves many purposes when it comes to children: it socializes them, provides socioemotional maintenance, regulates sexual activity, transmits social status, provides economic support, and helps to develop children's self-concepts.</li> <li>• American families have historically followed a similar pattern: they are nuclear, bilateral, democratic, neolocal, and monogamous.</li> <li>• Divorces tend to increase during times of economic prosperity, when societal stigmas regarding divorce whither, when women are more economically independent from men, and when values and attitudes about marriage and divorce evolve, as they have recently.</li> <li>• Although the family provides a safe and warm emotional haven, it can in some cases be a hostile environment.</li> </ul>

<p>society?</p> <ul style="list-style-type: none"> <li>• What is the future of the American family?</li> </ul>	<p>Every year millions of individuals in the U.S. are subject to domestic violence, predominantly women and children.</p> <ul style="list-style-type: none"> <li>• Many new patterns of marriage and family living have emerged in the United States, which have greatly impacted the make-up American society. These include blended families, single-parent families, childless marriages, dual-employed marriages, cohabitation, same-sex domestic partners, the single life, and boomerang children.</li> <li>• Although the ways in which families are structured are changing more rapidly than ever, it is clear that the nuclear family is not disappearing. The question, rather, is what new forms the family will take.</li> </ul>
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## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
(1) Label the family in sociological terms.	(1) 6.3.12
(2) Compare and contrast the two basic types of families.	RH.11-12.2
(3) Categorize the various patterns of family structure.	(2) 6.3.12
(4) Compare and contrast between various marriage arrangements.	RH.11-12.4
(5) Critique the institution of the family from the 3 theoretical perspectives.	(3) 6.3.12
(6) Evaluate the historical and evolving nature of the American family.	RH.11-12.4
(7) Analyze the impact of divorce and family violence on society.	(4) 6.3.12
(8) Identify the new patterns of family living that have emerged in the U.S.	(5) 6.3.12
(9) Judge the impact of the new patterns of family living that have emerged.	RH.11-12.6
(10) Hypothesize about the future of the American family.	(6) 6.3.12
	RH.11-12.9
	(7) 6.3.12
	RH.11-12.3
	(8) 6.3.12
	RH.11-12.8
	(9) 6.3.12
	RH.11-12.8
	(10) 6.3.12
	RH.11-12.7

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**Inter-Disciplinary Connections:**

**Language Arts Literacy:** Case study: “Courtship and Marriage Among the Hopi”; Secondary reading: “Technology and the Family”; Essay: “What rights should children have?”; Secondary reading: “Spanking and Antisocial Behavior”; Primary source reading: “Lucy Stone on Marriage”; Secondary reading: “Generation Gap”; Article: “China’s Illegal Families”; Secondary reading: “Working Moms in Sweden”; Reading and response: “Parenthood: Defining Family”; Secondary reading: “Marriage and Divorce”

**Technology:** Microsoft word for typed documents; Video clips; Project: Planning a hypothetical wedding; Secondary reading: “Technology and the Family”; Family structures in TV sitcoms; Family Virtual Exploration: “Studying a Changing Institution on the World Wide Web”

**Art:** Role-play activity of various family patterns

**Math:** Survey analysis: American Youths Grade Their Parents; Data analysis: Divorce and marriage rates

**Students will engage with the following text:**

*Sociology & You*, Glencoe-McGraw Hill (2008)

Case study: “Courtship and Marriage Among the Hopi”

Secondary reading: “Technology and the Family”

Secondary reading: “Spanking and Antisocial Behavior”

Primary source reading: “Lucy Stone on Marriage”

Secondary reading: “Generation Gap”

Article: “China’s Illegal Families”

Secondary reading: “Working Moms in Sweden”

Reading: “Parenthood: Defining Family”

Secondary reading: “Marriage and Divorce”

**Suggested Accommodations/Modifications for Reading:**

Highlight or underline main ideas in reading materials or provide annotated copies of readings; Provide students with summaries of primary source documents; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Allow students to listen to audio recordings of readings if available; Give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; Provide guiding questions to complete when reading to ensure an understanding of main ideas.

**Students will write:**

Cornell Notes – daily note taking

Daily exit slips

Essay: “What rights should children have?”

Response to case study: “Courtship and Marriage Among the Hopi”

Response to the reading: “Parenthood: Defining Family”

**Suggested Accommodations/Modifications for Writing:**

Provide students with guided Cornell Notes; Provide guiding questions for written responses; Give checklists or step-by-step directions for assignments; Reduce length requirement for writing assignments; Reduce number of open-ended responses; Give graphic organizers to help students organize their writing; Allow students to type responses if possible; Grade on content not mechanics; Provide extra space and lined paper for student responses for students with poor or large handwriting.

**PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

Research project: Family structures in various societies

Discussion: “What would a society be like without families?”

Project: Planning a hypothetical wedding

Graphic organizer: Various patterns of family structure and marriage arrangements

Case study: “Courtship and Marriage Among the Hopi”

Survey analysis: American Youths Grade Their Parents

Discussion: “Which of the three sociological perspectives about family is best?”

Data analysis: Divorce and marriage rates

Secondary reading: “Technology and the Family”

Activity: Family structures in TV sitcoms

Essay: “What rights should children have?”

Cooperative learning activity: Conflicts and resolutions in the family

Role-play activity of various family patterns

Secondary reading: “Spanking and Antisocial Behavior”

Primary source reading: “Lucy Stone on Marriage”

Secondary reading: “Generation Gap”

Article: “China’s Illegal Families”

Secondary reading: “Working Moms in Sweden”

Interview project: "My Next Guest Is..."

Advice column activity

Reading and response: "Parenthood: Defining Family"

Family history project

Marriage interview project

Secondary reading: "Marriage and Divorce"

Family Virtual Exploration: "Studying a Changing Institution on the World Wide Web"

Project: "Life Happens: Understanding the impact of socioeconomic status on an individual's decisions"

**Suggested Accommodations/Modifications for Assignments and Instruction:**

Provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Provide students with guided Cornell Notes; Break lectures into small portions; Use graphic organizers for writing assignments; Use exit slips to check for understanding of new concepts; Chunk assignments into smaller portions.

**PART IV: EVIDENCE OF LEARNING**



**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**

**IDENTIFY BLOOM'S LEVELS.**

**Formative Assessments:**

**HW/CW activities:** Graphic organizer: Various patterns of family structure and marriage arrangements; "Courtship and Marriage Among the Hopi"; Survey analysis: American Youths Grade Their Parents; Activity: Family structures in TV sitcoms; Essay: "What rights should children have?"; Cooperative learning activity: Conflicts and resolutions in the family; Role-play activity of various family patterns; "Spanking and Antisocial Behavior"; "Lucy Stone on Marriage"; "Generation Gap"; "China's Illegal Families"; "Working Moms in Sweden"; Advice column activity; "Marriage and Divorce"; Family Virtual Exploration: "Studying a Changing

Institution on the World Wide Web”

**In-Class Discussion:** “What would a society be like without families?”

**Socratic Seminar:** “Which of the three sociological perspectives about family is best?”

**Notebook:** Daily Cornell Notes

**\*These assessments will mostly require students to: remember, understand, apply, and analyze.\***

**Accommodations/Modifications:**

**Suggested Modifications/Accommodations for Formative Assessments:** Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions; Provide graphic organizers for written assignments; Give partial credit for open-ended response answers; Provide extra space and/or lined paper for student responses for students with poor or large handwriting; Increase spacing to reduce visual clutter; Put fewer questions on each page; Allow students to use notes for open-ended questions; Read directions aloud and clarify, restate, or reword directions as necessary.

**Suggested for gifted & talented students:** Provide supplementary assignments and readings; Use inquiry based practices and allow students opportunities to conduct additional research; Provide assignment choices that require more detail and deeper understanding.

**Summative Assessments:**

**Common Unit Benchmark Test:** The Family: Multiple Choice & Open Ended Response Questions; section quizzes

**\*These assessments will mostly require students to: apply, analyze, evaluate, and create.\***

**Accommodations/Modifications:**

**Suggested Modifications/Accommodations for Summative Assessments:** Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions and give over multiple days if necessary; Provide graphic organizers for written responses; Give partial credit for open-ended response answers; Increase spacing to reduce visual clutter on pages; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions for each section aloud

and clarify, restate, or reword directions as necessary.

**Suggested for gifted & talented students:** Provide supplementary or lengthier readings on assessments; Provide enrichment activities for students who complete assessments quickly; Develop open-ended questions that require more detailed responses and deeper understanding of material.

### **Performance Assessments:**

Research project: Family structures in various societies

Project: Planning a hypothetical wedding

Interview project: "My Next Guest Is..."

Family history project

Marriage interview project

Project: "Life Happens"

**\*These assessments will mostly require students to: apply, analyze, evaluate, and create.\***

### **Accommodations/Modifications:**

**Suggested Modifications/Accommodations for Performance Assessments:** Extended time, After-school support; Provide oral and written instructions; Allow students to work with partners; Provide step-by-step directions or checklists for assignments; Use concrete examples; Divide or chunk assignments into portions; Give students a timeline/calendar with due dates and post due dates in a visible place in the room - refer to them daily to improve time management.

**Suggested for gifted & talented students:** Use inquiry based practices and allow students opportunities to conduct additional research; Provide project choices that require more detail and deeper understanding of material; Allow students to conduct their own research study.

# Black Horse Pike Regional School District

ENGAGING STUDENTS FOSTERING ACHIEVEMENT CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b></p> <p>SOCIOLOGY</p> <p>UNIT 5: SOCIAL STRUCTURE &amp; SOCIAL STRATIFICATION</p>	<p><b>Unit Summary:</b></p> <p>Human societies routinely accomplish what, when one thinks about it, are remarkable feats of coordination: providing food and shelter, waging war, producing rituals and spiritual meanings, fostering technological innovation, and governing, all of which require the participation of many people in a complex set of interactions. The study of social organization provides the tools for understanding the forms and processes that enable people to accomplish such routine miracles of social choreography.</p>
<p><b>Grade Level(s):</b></p> <p>11-12</p>	<p>This unit also explores how rewards and opportunities are differentially available to individuals and groups. Patterns of inequality are based on a variety of sources. Sociologists define and measure social class, race and ethnicity, and gender, for example. Importantly, students learn how these factors affect individuals' access to different resources and opportunities. Resources and opportunities are connected to larger patterns of power and privilege in a given society. A key aspect of the study of social stratification is an understanding of how these patterns of inequality are maintained and challenged.</p>
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What is meant by social structure, and what are the various patterns of social structures?</li> <li>• How do statuses and roles interact with each other to create a complex social structure?</li> <li>• How were the earliest preindustrial societies</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• A society's social structure includes the underlying patterns of relationships in a group, including a number of statuses and roles of that society's individuals.</li> <li>• Each status is a variety of roles, or expected behaviors that become associated with that particular status. Individuals follow mutually understood norms according to each of their statuses, and frequently experience conflict and strain when they have too many roles to play.</li> <li>• Preindustrial societal structures developed in a variety of fashions, including hunter-gathering societies, horticultural societies, pastoral societies, and agricultural societies; each of these social structures operated in a way that would enable the basic needs of its members to</li> </ul>

<p>structured?</p> <ul style="list-style-type: none"> <li>• How and why did preindustrial societies develop into postindustrial societies?</li> <li>• How do the major divisions of social stratification affect a person's social standing?</li> <li>• In what ways does social stratification impact a society?</li> <li>• How have the major social classes in America interacted with one another?</li> <li>• How does poverty impact one's life?</li> <li>• How does one's race, ethnicity, gender, and age influence one's probability to live in poverty?</li> <li>• In what ways can social mobility impact one's position in society?</li> </ul>	<p>be met.</p> <ul style="list-style-type: none"> <li>• The Industrial Revolution created two new types of societies, industrial and postindustrial societies. Social instability has been linked to the transition from an industrial to a postindustrial society.</li> <li>• Stratification is the division of society into classes that have unequal amounts of wealth, power, and prestige. Each of these divisions of social stratification interacts in order to produce an individual's social standing.</li> <li>• While some sociologists believe that social stratification ensures that the most qualified individuals fill the most important positions, other sociologists believe that inequality exists because some people are willing to exploit others, still other sociologists believe that people are socialized to accept (and therefore not question) the existing stratification structure.</li> <li>• Sociologists have identified several social classes in the U.S.: the upper class, middle class, working class, working poor, and underclass. People in all of these classes have intermingled with one another to create the society of modern America.</li> <li>• Poverty is widespread in the United States, and those who live in poverty experience extreme difficulty in completing the simplest tasks associated with American society.</li> <li>• The poor in the U.S. are disproportionately represented by African Americans, Latinos, women, and children, for a variety of different reasons.</li> <li>• Although there is vastly unequal social structure in the United States, individuals also experience a variety of ways in which to improve their social standings, through both horizontal and vertical social mobility.</li> </ul>
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## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
(1) Identify and describe social structure.	(1) 6.3.12
(2) Differentiate between various types of statuses.	RH.11-12.2
	(2) 6.3.12
	RH.11-12.4

(3) Illustrate the various roles that are associated with ones' status.	(3) 6.3.12
(4) Analyze how people's roles work together to create social interaction.	RH.11-12.3 (4) 6.3.12
(5) Compare and contrast between role conflict and role strain.	RH.11-12.10
(6) Hypothesize how an individual might act under role conflict or role strain.	(5) 6.3.12 RH.11-12.4
(7) Compare and contrast between the various types of preindustrial societies.	(6) 6.3.12 RH.11-12.7
(8) Analyze how preindustrial societies developed into postindustrial societies.	(7) 6.3.12 RH.11-12.3
(9) Identify and define social stratification and social class.	(8) 6.3.12
(10) Hypothesize how the divisions of social stratification interact to create one's social standing.	RH.11-12.3 (9) 6.3.12
(11) Judge the importance of the various divisions of social stratification.	RH.11-12.2
(12) Critique social stratification from the three theoretical perspectives.	(10) 6.3.12
(13) Describe the role played by class consciousness in the United States.	RH.11-12.3 (11) 6.3.12
(14) Categorize the various social classes now present in the United States.	RH.11-12.7 (12) 6.3.12
(15) Define poverty, and analyze its impact on individuals who live in poverty.	RH.11-12.6 (13) 6.3.12
(16) Critique the various responses to the problem of poverty, and recommend a new response to the issue.	RH.11-12.1 (14) 6.3.12
(17) Differentiate between the various types of social mobility.	RH.11-12.2
(18) Evaluate the success of the various types of social mobility in the U.S.	(15) 6.3.12 RH.11-12.9 (16) 6.3.12 RH.11-12.7 (17) 6.3.12 RH.11-12.4 (18) 6.3.12 RH.11-12.8

**Inter-Disciplinary Connections:**

**Language Arts Literacy:** Primary source: "Experiment: Adopting Statuses in a Simulated Prison"; Secondary reading: "Reducing Conflict in Two-Career Families"; Primary source: "The Chest-Pounding Duel"; Secondary reading: "The Dark Side of Workplace Technology"; Essay about the unequal distribution of wealth in the U.S.; Secondary source: "You Are What You

Wear”; Secondary reading: “Welfare Reform: Is It Working?”; Primary source: “The Lords of the Garden”; Secondary reading: “The Overworked American”; Secondary reading: “Casting the First Stone”

**Technology:** Microsoft word for typed documents; Video clips; Zimbardo Prion Experiment video; *Dances with Wolves*; Research project: “Is Welfare Reform Working?”; Research project: “How Far Will the Federal Poverty Line Stretch?”; Internet research: “Global Inequality: Comparing Guinea to the United States”; Video: ESPN 30 for 30 *Broke*; Video: “Tammy’s Story”

**Art:** Role play activity: Dr. Seuss’s *Sneetches*; Lyrical analysis project: “Songs of Stratification”

**Math:** Analysis of unemployment rates in U.S; Survey about role conflict and strain of students; Analysis of agricultural employment throughout the world; Map analysis of poverty and death around the world

**Science:** Abraham Maslow’s hierarchy of needs among the homeless

### **Students will engage with the following text:**

*Sociology & You*, Glencoe-McGraw Hill (2008)

Primary source: “Experiment: Adopting Statuses in a Simulated Prison”

Secondary reading: “Reducing Conflict in Two-Career Families”

Primary source: “The Chest-Pounding Duel”

Secondary reading: “The Dark Side of Workplace Technology”

Dr. Seuss’s *Sneetches*

Secondary source: “You Are What You Wear”

Secondary reading: “Welfare Reform: Is It Working?”

Primary source: “The Lords of the Garden”

Secondary reading: “The Overworked American”

Secondary reading: “Casting the First Stone”

*Down to Earth Sociology* Readings: “The Importance of Being Beautiful”, “The Uses of Poverty”, and “The U.S. Upper Class”

### **Suggested Accommodations/Modifications for Reading:**

Highlight or underline main ideas in reading materials or provide annotated copies of readings; Provide students with summaries of primary source documents; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Allow students to listen to audio recordings of readings if available; Give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; Provide guiding questions to complete when reading to ensure an understanding of main ideas.

**Students will write:**

Cornell Notes – daily note taking  
Daily exit slips  
Essay about the statuses of various historical figures  
Essay response to statuses and roles in Zimbardo prison experiment  
Essay: How to balance personal goals of family and career  
Essay: How might people survive in a dystopian society?  
Essay about the unequal distribution of wealth in the U.S.  
Essay about India’s caste system vs. U.S. open-class system

**Suggested Accommodations/Modifications for Writing:**

Provide students with guided Cornell Notes; Provide guiding questions for written responses; Give checklists or step-by-step directions for assignments; Reduce length requirement for writing assignments; Reduce number of open-ended responses; Give graphic organizers to help students organize their writing; Allow students to type responses if possible; Grade on content not mechanics; Provide extra space and lined paper for student responses for students with poor or large handwriting.

**PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

Activity: Deck of cards representing social statuses  
Simulation: Distinction between statuses and roles  
Index cards to differentiate between various vocabulary terms related to statuses  
Master statuses of various historical figures  
Video, reading, discussion, and response: Zimbardo prison experiment  
Analysis of unemployment rates in U.S.  
Survey about role conflict and strain of students  
Secondary reading: “Reducing Conflict in Two-Career Families”  
Essay: How to balance personal goals of family and career  
Graphic organizer of various types of preindustrial societies  
Film of preindustrial societies: *Dances with Wolves*  
Primary source: “The Chest-Pounding Duel”  
Discussion about the transition from preindustrial societies to postindustrial societies  
Analysis of agricultural employment throughout the world  
Socratic seminar and essay response: “How might people survive in a dystopian society?”  
Secondary reading: “The Dark Side of Workplace Technology”

Role play activity: Dr. Seuss's *Sneetches*  
Map analysis of poverty and death around the world  
Essay about the unequal distribution of wealth in the U.S., both historically and in modern times  
Discussion about the importance of the various dimensions of stratification  
Secondary source: "You Are What You Wear"  
Discussion about stratification in BHRSD  
Graphic organizer about social classes in America  
Discussion: Abraham Maslow's hierarchy of needs among the homeless  
Service project: Assisting with the poorest members of Gloucester Township  
Poster project: Statuses and social classes of students' families  
Socratic Seminar: "What should be done about poverty in the United States?"  
Secondary reading: "Welfare Reform: Is It Working?"  
Primary source: "The Lords of the Garden"  
Secondary reading: "The Overworked American"  
Secondary reading: "Casting the First Stone"  
Research project: "Is Welfare Reform Working?"  
Skits: "Presenting the Sociology Class Players In..."  
Lyrical analysis project: "Songs of Stratification"  
Research project: "How Far Will the Federal Poverty Line Stretch?"  
Discussion: Six Statements to Describe Social Stratification in the United States  
Guided Fantasy Activity: "The Titanic Game"  
Project: Food Stamp Challenge  
Internet research: "Global Inequality: Comparing Guinea to the United States"  
Discussion and essay about India's caste system vs. U.S. open-class system  
Video: ESPN 30 for 30 *Broke*  
Video: "Tammy's Story"  
*Down to Earth Sociology* Readings: "The Importance of Being Beautiful", "The Uses of Poverty", and "The U.S. Upper Class"  
"Sociopoly: Life on the Boardwalk"  
"Life Happens: A Work, Class, & Access to Resources Exercise"  
Concrete example of social stratification using brownies  
Discussion: Knowledge of the Hidden Rules of Social Class

**Suggested Accommodations/Modifications for Assignments and Instruction:**

Provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Provide students

with guided Cornell Notes; Break lectures into small portions; Use graphic organizers for writing assignments; Use exit slips to check for understanding of new concepts; Chunk assignments into smaller portions.

## PART IV: EVIDENCE OF LEARNING



**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**  
**IDENTIFY BLOOM'S LEVELS.**

### Formative Assessments:

**HW/CW activities:** Deck of cards representing social statuses; Essay about master statuses of various historical figures; Zimbardo prison experiment; Analysis of unemployment rates in U.S.; Survey about role conflict and strain of students; "Reducing Conflict in Two-Career Families"; Essay about how to balance personal goals of family and career; Graphic organizer of various types of preindustrial societies; "The Chest-Pounding Duel"; Analysis of agricultural employment throughout the world; Dr. Seuss's *Sneetches*; Map analysis of poverty and death around the world; "You Are What You Wear"; Graphic organizer about social classes in America; "Welfare Reform: Is It Working?"; "The Lords of the Garden"; "The Overworked American"; "Casting the First Stone"; "The Titanic Game"; ESPN 30 for 30 *Broke*; "Tammy's Story"; "Sociopoly: Life on the Boardwalk"; "Life Happens: A Work, Class, & Access to Resources Exercise"; Concrete example of social stratification using brownies

**In-Class Discussion:** Distinction between statuses and roles; Transition from preindustrial societies to postindustrial societies; Importance of the various dimensions of stratification; Stratification in BHPUSD; Abraham Maslow's hierarchy of needs among the homeless; Six Statements to Describe Social Stratification in the United States; India's caste system vs. U.S. open-class system; Knowledge of the Hidden Rules of Social Class

**Socratic Seminar:** "How might people survive in a dystopian society?"; "What should be done about poverty in the United States?"

**Notebook:** Daily Cornell Notes

**\*These assessments will mostly require students to: remember, understand, apply, and analyze.\***

**Accommodations/Modifications:**

**Suggested Modifications/Accommodations for Formative Assessments:** Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions; Provide graphic organizers for written assignments; Give partial credit for open-ended response answers; Provide extra space and/or lined paper for student responses for students with poor or large handwriting; Increase spacing to reduce visual clutter; Put fewer questions on each page; Allow students to use notes for open-ended questions; Read directions aloud and clarify, restate, or reword directions as necessary.

**Suggested for gifted & talented students:** Provide supplementary assignments and readings; Use inquiry based practices and allow students opportunities to conduct additional research; Provide assignment choices that require more detail and deeper understanding.

**Summative Assessments:**

**Common Unit Benchmark Test:** Social Structure & Social Stratification: Multiple Choice & Open Ended Response Questions; section quizzes

**\*These assessments will mostly require students to: apply, analyze, evaluate, and create.\***

**Accommodations/Modifications:**

**Suggested Modifications/Accommodations for Summative Assessments:** Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions and give over multiple days if necessary; Provide graphic organizers for written responses; Give partial credit for open-ended response answers; Increase spacing to reduce visual clutter on pages; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions for each section aloud and clarify, restate, or reword directions as necessary.

**Suggested for gifted & talented students:** Provide supplementary or lengthier readings on assessments; Provide enrichment activities for students who complete assessments quickly; Develop open-ended questions that require more detailed responses and deeper understanding of material.

### **Performance Assessments:**

Essay about the unequal distribution of wealth in the U.S.

Service project: Assisting with the poorest members of Gloucester Township

Poster project: Statuses and social classes of students' families

Research project: "Is Welfare Reform Working?"

Skits: "Presenting the Sociology Class Players In..."

Lyrical analysis project: "Songs of Stratification"

Research project: "How Far Will the Federal Poverty Line Stretch?"

Project: Food Stamp Challenge

Internet research: "Global Inequality: Comparing Guinea to the United States"

**\*These assessments will mostly require students to: apply, analyze, evaluate, and create.\***

### **Accommodations/Modifications:**

**Suggested Modifications/Accommodations for Performance Assessments:** Extended time, After-school support; Provide oral and written instructions; Allow students to work with partners; Provide step-by-step directions or checklists for assignments; Use concrete examples; Divide or chunk assignments into portions; Give students a timeline/calendar with due dates and post due dates in a visible place in the room - refer to them daily to improve time management.

**Suggested for gifted & talented students:** Use inquiry based practices and allow students opportunities to conduct additional research; Provide project choices that require more detail and deeper understanding of material; Allow students to conduct their own research study.

# Black Horse Pike Regional School District

ENGAGING STUDENTS FOSTERING ACHIEVEMENT CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b></p> <p>SOCIOLOGY</p> <p>UNIT 6: SPORT</p>	<p><b>Unit Summary:</b></p> <p>As a social institution sport fulfills some important societal needs. Sport subcultures have developed around team and individual sports which aid to represent sport as a reflection of society. Functionalism, Conflict Theory, and Symbolic Interactionism all offer an explanation as to the contribution of sport to our society. Sport contributes to upward mobility but also adds elements of racism and sexism in our society.</p>
<p><b>Grade Level(s):</b></p> <p>11-12</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How is a sport defined?</li> <li>• What are sport subcultures?</li> <li>• How does functionalism, conflict theory, and symbolic interactionism define sport?</li> <li>• How does sport lead to social mobility?</li> <li>• How does sport lead to racism in society?</li> <li>• How does sport contribute to sexism in society?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• Sport is defined as a set of competitive activities in which winners and losers are determined by physical performance within a set of established rules.</li> <li>• Sport subcultures are groups with distinct roles, values, norms, and beliefs that are organized around a sport activity.</li> <li>• The functionalism perspective emphasizes social integration and assumes that athletic teams promote togetherness and belonging in a community.</li> <li>• The conflict theory emphasizes social conflict and assumes that deep social conflict exists within a community and persists despite widespread attachment to athletic teams.</li> <li>• The symbolic interactionism perspective emphasizes social concept and assumes that participation in a team sport may promote or harm self-esteem depending upon factors such as emphasis on winning and fair play.</li> <li>• Sport may contribute to upward mobility but statistics indicate this is only in a small percentage of athletes.</li> <li>• Stacking is a sign that systematic discrimination exists in sport.</li> <li>• The passage of Title IX has led to equality among the sexes in sport.</li> </ul>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
(1) Justify sport as an American institution.	(1) SOC.9-12.6.6.12
(2) Compare and contrast sport in America from a functionalist, conflict, and symbolic interactionist perspective.	D.2 RH.11-12.4
(3) Understand the relationship between American sport and social mobility.	(2) SOC.9-12.6.6.12 D.2 RH.11-12.3 RH.11.12.7
(4) Cite evidence of sexism and racism in American sport.	(3) SOC.9-12.6.6.12 D.2 RH.11-12.2 (4) SOC.9-12.6.6.12 D.2 RH.11-12.9

### Inter-Disciplinary Connections:

**Language Arts Literacy:** Vocabulary definitions. Create own definition of sport. Primary source readings. Magazine advertisement analysis. Title IX reading. Sport paradoxes. "Boys and Girls Together: Equal Opportunities in Sports."

**Technology:** Web Quests. Movies. YouTube clips. Internet research. Interview project: "American Sport: The Interview."

**Art:** Design own sport project.

**Math:** Statistics in Sports project.

**US History:** Research famous athletes in history.

### Students will engage with the following text:

*Sociology & You*, Glencoe-McGraw Hill (2008)

Primary Source Reading: "We Remember: Mike Tyson Bites Evander Holyfield's Ear, Gets Disqualified"

Primary Source Reading: "Baseball Divided: Segregation and Discrimination in Baseball"

Primary Source Reading: "Gunman Kills Columbian Soccer Player"

Textbook readings

Secondary reading: "The Paradox of Sport"

Secondary reading: "Boys and Girls Together: Equal Opportunities in Sports"

### Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials or provide annotated copies of readings;

Provide students with summaries of primary source documents; Pre-teach necessary

vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Allow students to listen to audio recordings of readings if available; Give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; Provide guiding questions to complete when reading to ensure an understanding of main ideas.

### **Students will write:**

Chapter vocabulary definitions  
Cornell Notes- daily note taking  
Daily exit slips  
Create own definition of sport  
List of Olympic sports  
Think/Pair/Share: Theoretical Perspectives of sport  
Title IX summary  
Essay on famous athlete

### **Suggested Accommodations/Modifications for Writing:**

Provide students with guided Cornell Notes; Provide guiding questions for written responses; Give checklists or step-by-step directions for assignments; Reduce length requirement for writing assignments; Reduce number of open-ended responses; Give graphic organizers to help students organize their writing; Allow students to type responses if possible; Grade on content not mechanics; Provide extra space and lined paper for student responses for students with poor or large handwriting.

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

### **DESCRIBE THE LEARNING EXPERIENCE.**

#### **How will students uncover content and build skills.**

Chapter vocabulary definitions  
Vocabulary quiz  
Create own definition of sport  
Recall 1st examples of sport in societies  
Evaluate and debate list of activities as sports or activities  
Olympic sports: YES or NO  
George Carlin: Football or Baseball (YouTube clip)  
Primary source reading: "We Remember: Mike Tyson Bites Evander Holyfield's Ear, Gets Disqualified"

Tech Trends: Mass Media and Sport

List characteristics of subcultures: pick (3) sports

Project: Design own sport

Activity: Sport paradoxes: which do you agree with and why?

Collaborative learning activity: Think/Pair/Share: 3 perspectives

Web Quest: Stats on salary

Web Quest: Stats on becoming a college and pro athlete

Title IX reading and questions

Guest speaker: Title IX (Athletic Director)

Magazine advertisement analysis: sports ads (ESPN and Sports Illustrated)

Baseball Divided (Ken Burns Series) "Baseball Divided: Segregation and Discrimination in Baseball"

Primary source reading: "Little Pink Footballs"

Primary source reading: "Gunman Kills Columbian Soccer Player." Discussion of Andres Escobar.

Movie, "Remember the Titans."

Movie, "The Blind Side."

Project: research famous athlete

Sociology Today: How to Avoid Bigotry in Sport

Statistics in Sport project: survey athletes and rank importance of items (winning, fair play, etc.)

Secondary reading: "The Paradox of Sport"

Reading and debate: "Boys and Girls Together: Equal Opportunities in Sports"

Research survey: "Got Game?"

Interview project: "American Sport: The Interview"

**Suggested Accommodations/Modifications for Assignments and Instruction:**

Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Provide students with guided Cornell Notes; Break lectures into small portions; Use graphic organizers for writing assignments; Use exit slips to check for understanding of new concepts; Chunk assignments into smaller portions.

## PART IV: EVIDENCE OF LEARNING



**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.**

### Formative Assessments:

**HW/CW activities:** define sport, list examples of sports, identify Olympic sports, answers to primary source readings, sport paradoxes, magazine advertisement analysis, movie questions

**In-Class Discussion:** Textbook readings, questions and answers.

**Notebook:** Daily Cornell Notes

**Debate:** "Boys and Girls Together: Equal Opportunities in Sports"

**\*These assessments will mostly require students to: remember, understand, apply, and analyze.\***

### Accommodations/Modifications:

**Suggested Modifications/Accommodations for Formative Assessments:** Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions; Provide graphic organizers for written assignments; Give partial credit for open-ended response answers; Provide extra space and/or lined paper for student responses for students with poor or large handwriting; Increase spacing to reduce visual clutter; Put fewer questions on each page; Allow students to use notes for open-ended questions; Read directions aloud and clarify, restate, or reword directions as necessary.

**Suggested for gifted & talented students:** Provide supplementary assignments and readings; Use inquiry based practices and allow students opportunities to conduct additional research; Provide assignment choices that require more detail and deeper understanding.

### **Summative Assessments:**

Common Unit Benchmark Test: Culture: Multiple Choice & Open Ended Response Questions; Section quizzes; Vocabulary quiz.

**\*These assessments will mostly require students to: apply, analyze, evaluate, and create.\***

### **Accommodations/Modifications:**

**Suggested Modifications/Accommodations for Summative Assessments:** Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions and give over multiple days if necessary; Provide graphic organizers for written responses; Give partial credit for open-ended response answers; Increase spacing to reduce visual clutter on pages; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions for each section aloud and clarify, restate, or reword directions as necessary.

**Suggested for gifted & talented students:** Provide supplementary or lengthier readings on assessments; Provide enrichment activities for students who complete assessments quickly; Develop open-ended questions that require more detailed responses and deeper understanding of material.

### **Performance Assessments:**

Project: design own sport

Project: research a famous athlete

Project: statistics in sport

Research survey: "Got Game?"

Interview project: "American Sport: The Interview"

**\*These assessments will mostly require students to: apply, analyze, evaluate, and create.\***

### **Accommodations/Modifications:**

**Suggested Modifications/Accommodations for Performance Assessments:** Extended time, after-school support; Provide oral and written instructions; Allow students to work with partners; Provide step-by-step directions or checklists for assignments; Use concrete examples; Divide or chunk assignments into portions; Give students a timeline/calendar with due dates and post due dates in a visible place in the room - refer to them daily to improve time management.

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