

# 2018 Unit E The Adolescent in Society

Content Area: **Social Studies**  
Course(s): **Sociology**  
Time Period: **January**  
Length: **1**  
Status: **Published**

## Enduring Understandings

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- Adolescence is a distinct stage of life occurring between onset of puberty and adulthood with five identifying characteristics.
- Dating traditions and patterns have changed over time and have served many functions.
- Adolescents in American society experience many social challenges.

## Essential Questions

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- How did the concept of adolescence develop and what are its characteristics?
- How did dating arise and what are its functions?
- How do sexual behavior, drugs, and suicide challenge teenagers in American Society?

## Standards/Indicators/Student Learning Objectives (SLOs)

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- Students will identify the five general characteristics of adolescence and relate a personal experience to each.
- Students will conduct a lab to reinforce refusal skills.
- Students will research and report on various "coming of age" rituals.
- Students will trace the evolution of courtship and dating practices in the United States.
- Students will examine statistics and apply them to adolescent challenges.
- Students will research current challenges facing the adolescent population and create an awareness campaign to help inform others of possible strategies to avoid the challenges.
- Students will view the movie Grease and look to identify and analyze characteristics and challenges of adolescence in the movie.

SOC.9-12.1.2.1	Impact of social context on human behavior
SOC.9-12.2.1.3	Subcultures
SOC.9-12.2.2	Students will analyze how culture influences individuals, including themselves.
SOC.9-12.3.1	Students will describe the process of socialization across the life course.
SOC.9-12.3.1.1	Primary agents of socialization: family, peers, media, schools, and religion

SOC.9-12.3.1.2	Deviance and conformity
SOC.9-12.3.2.1	I & me
SOC.9-12.3.2.4	Identity
SOC.9-12.3.3.1	Reference groups
SOC.9-12.3.3.2	Primary and secondary groups
SOC.9-12.3.3.3	In-groups and out-groups
SOC.9-12.4.2.1	Life chances
SOC.9-12.4.2.2	Social problems
SOC.9-12.4.4.1	Individual responses to inequality

## Lesson Titles

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- Teen Violence HMH
- Understanding Adolescence
- The adolescent brain: A Work in Progress HMH
- Lab: Using Refusal Skills
- Coming of Age -Cultural Diversity and Sociology - Research and Presentation
- Teenagers and Dating
- Challenges of Adolescence
- Statistically Speaking
- Lab - Creating an Awareness Campaign
- Movie Grease

## 21st Century Skills and Career Ready Practices:

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- Civic Literacy
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Creativity and Innovation

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

## Inter-Disciplinary Connections

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- ELA
- Social Studies
- Psychology
- SEL

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual

roles as needed.

LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SCI.9-12.DL.1.6.2	Describe the development of reasoning and morality
SCI.9-12.DL.1.6.3	Describe identity formation
SCI.9-12.DL.1.6.4	Discuss the role of family and peers in adolescent development
SCI.9-12.SC.1.2.2	Describe effects of others' presence on individuals' behavior
SCI.9-12.SC.1.2.3	Describe how group dynamics influence behavior
SCI.9-12.SC.1.2.4	Discuss how an individual influences group behavior
SCI.9-12.SC.2.1.3	Discuss the relationship between culture and conceptions of self and identity
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

### **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK**

- Students will identify the five general characteristics of adolescence and relate a personal experience to each. (Remembering/Applying)
- Students will conduct a lab to reinforce refusal skills. (Applying)
- Students will research and report on various "coming of age" rituals. (Understanding/Creating)
- Students will trace the evolution of courtship and dating practices in the United States. (Analyzing)
- Students will examine statistics and apply them to adolescent challenges. (Understanding/Applying)
- Students will research current challenges facing the adolescent population and create an awareness campaign to help inform others of possible strategies to avoid the challenges. (Understanding/Creating)
- Students will view the movie Grease and look to identify and analyze characteristics and challenges of adolescence in the movie. (Remembering/Analyzing)
- Delsea One
- SWAG

### **Modifications**

### **Formative Assessment**

#### **Warm-up:**

- What does it mean? Definitions and terms
- Define, Explain, Ask Questions - What are some causes of teen violence and what could be done to prevent it?
- As you read, use a graphic organizer to take notes on the characteristics of adolescences
- Before, During, and After
- The Topic Makes Me Think...What coming of age rituals are you familiar with?
- Compare and contrast- How are dating and courtship similar and how are they different?

- Questions from Yesterday

### **Anticipatory Set:**

- Close your eyes and imagine - What do you anticipate as challenge to your moral code once you leave high school?
- Classroom Post - What social factors contribute to drug use and suicide?
- Discussions - Thoughts and ideas about dating apps?
- Predict - Why might a teen in the US follow traditional dating patterns today?
- The A to Z game
- [Adolescent challenges](#)

### **Closure:**

- Exit Tickets 3 things I learned, 2 things I want to know more about, 1 thing I disagree with
- Whip Around - Challenge and a consequence
- Whip Around - Influences on teen sexual activity
- I Care Why? - Why should you care about adolescent challenges to others?
- Journal Entry - How do the functions of dating differ as the level of commitment in a relationship increases?
- Five W's
- Classroom Post
- Post-it Notes
- Questions for Tomorrow
- Pair-Share-Out-the-Door
- Three Minute Essay - How have modern technologies, such as the Internet and cell phones, affected dating patterns?
- Reflective journal entries
- Discussions
- Observation
- Stand and Tell

### **Summative Assessment**

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- Projects -
  - [https://docs.google.com/document/d/1-neGwAGwNQF7eZMrp-cvG62IOuk2U1\\_UxbAxJ9h2dwY/edit?usp=sharing](https://docs.google.com/document/d/1-neGwAGwNQF7eZMrp-cvG62IOuk2U1_UxbAxJ9h2dwY/edit?usp=sharing)
  - Research project and presentation of coming of age rituals - [https://docs.google.com/document/d/1YQ2R\\_YP5XzupdEYUADeO5bRfE6hURQc07jUENVA\\_vyg/edit?usp=sharing](https://docs.google.com/document/d/1YQ2R_YP5XzupdEYUADeO5bRfE6hURQc07jUENVA_vyg/edit?usp=sharing)
- Presentations - Challenges and strategies to avoid
- Quizzes - <https://forms.gle/h5atL9EnbL1FDDsXA>, <https://forms.gle/h6JGUXDTa7UHVfAs8>, <https://forms.gle/uT6f7qSgnWzk6Jqg8>
- Essays - What strategies will use to cope with the challenges we discussed?
- Journals

MPA3 -

<https://docs.google.com/document/d/1Qtqj9EgeWu9aeK1Fl4kyWe3P9m1c0Wf46y6GOfWXu08/edit?usp=sharing>

## **Benchmark (Assessments):**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessment(s):**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Resources & Materials**

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- Adolescent in Society Flashcards
- Characteristics of Adolescent Society
- Coming of Age Traditions
- The movie Grease (PLEX)
- Research topics in Sociology
- Introduction to Sociology Online
- (Macionis) Sociology Book
- Sociology: A Down-to-Earth Approach (Henslin)
- Down to Earth Sociology: Introductory Readings (Henslin)
- You May Ask Yourself (Dalton Conley)
- Sociological Cinema
- Chromebooks
- Internet
  
- Rhyming website
- Google Classroom
- Pinterest
- Google Keep
- Google Trends
- Twitter

- Piktochart
- Powtoon
- <http://delsearegional.flipsnackedu.com/my-flipbooks/>
- Podcasts
- Aurasma
- Creative Commons
- ClassDojo
- Kahn Academy
- TedTalks
- Padlet
- Classifyit
- Thinklink