

2018 Unit D Socializing the Individual

Content Area: **Social Studies**
Course(s): **Sociology**
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Length: **1**
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Enduring Understandings

- People's personalities develop as a result of nature and nurture
- There are multiple theories about how people develop their sense of self; however once a sense of self exists, people change how they present it to others
- The four primary agents of socialization are family, peer group, school, and mass media.

Essential Questions

- Is nature or nurture more important in social development?
- What are the most important agents of socialization and how do they affect the socialization process?
- How does socialization change during the life course?
- How are status and roles related?

Standards/Indicators/Student Learning Objectives (SLOs)

- Students will analyze Cars Movie and identify elements of socialization using a video guide.
- Students will conduct a discussion Fishbowl style to reflect on concepts presented in movie and connect them to Delsea.
- Students will discuss Do Nows and Anticipatory Sets and apply their responses to their lives or current events.
- Students will take notes using Cornell Notes during videos and slideshow presentations and reflect on understandings.
- Students will complete a questionnaire to identify the influence of agents of socialization on themselves and share in a discussion.
- Students will form questions and seek answers in preparation for and during discussions.

SOC.9-12.2.2	Students will analyze how culture influences individuals, including themselves.
SOC.9-12.3.1.1	Primary agents of socialization: family, peers, media, schools, and religion
SOC.9-12.3.2	Students will explain the process of the social construction of the self.
SOC.9-12.3.2.1	I & me
SOC.9-12.3.2.4	Identity
SOC.9-12.3.3.1	Reference groups

Lesson Titles

- Cars Movie
- Crash Course With Notes
- What is Socialization (Slide-show with notes)
- [Harlow's experiment](#)
- Personal Development -Nature versus Nurture (factors in personality development and the influence of the social environment.)
- Looking Glass Self/Social Self
- Agents of Socialization
- [What You Need to Know About Girls and their Frenemies](#)
- De-socialization and Re-socialization
- Isolated/Ferrel Children
- Simulation-A Personality for Every Occasion HMH
- Unit Review and Assessment

21st Century Skills and Career Ready Practices:

- 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

- 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.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

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

- Students will analyze Cars Movie and identify elements of socialization using a video guide. (Analyzing/Applying)
- Students will conduct a discussion Fishbowl style to reflect on concepts presented in movie and connect them to Delsea. (Remembering/Analyzing)
- Students will discuss Do Nows and Anticipatory Sets and apply their responses to their lives or current events. (Understanding/Applying)
- Students will take notes using Cornell Notes during videos and slideshow presentations and reflect on understandings. (Understanding/Analyzing)
- Students will complete a questionnaire to identify the influence of agents of socialization on themselves and share in a discussion. (Analyzing/Applying)
- Students will from questions and seek answers in preparation for and during discussions (Applying/Creating)
- Delsea One
- SWAG

Modifications

Formative Assessment

Warm-up:

-
- Who do we learn about the social world from? What people and what institutions made you who you are today?What does it mean?
- who has been the biggest influence on YOUR socialization?
- Meet with your partner and prepare to present your findings on assigned video responses
- Define, Explain, Ask Questions (definition reviews)
- Complete the Twenty Statement Test (20 statements answering the question: Who am I?)
- In Do Now Journal, answer the following question. Who am I, and how did I get to be me?
- Using a graphic organizer read pages 95-98 HMH and take notes

- Before, During, and After Reading: Nature vs Nurture

Prior to reading and viewing any new material on the subject of nature versus nurture, I believe that

In this paragraph, you will complete the opening sentence with your point of view and then write at least three additional sentences supporting your "belief." Why do you believe that? What have you seen or heard that leads you to believe that? If you are not sure, give at least two points that make you question a definite answer. Be sure to use a concluding sentence.

- The Topic Makes Me Think.- In Do Now Journal complete a 3-2-1. Three things you have found interesting in video so far, 2 things you have questions about, and 1 thing you don't agree with.
- Post it notes
- Questions from Yesterday

Anticipatory Set:

- Cars Movie with video guide
- Close your eyes and imagine
- Sociology Close Up: What makes you the person that you are? HMH
- Quick Lab: Are you a Product of Your Cultural Environment? HMH
- Classroom Post -Sociology Close Up: Do you ever think about how other people see you?
- Discussions - How much do you think the family you grow up in effects who you are?
- Predict
- The A to Z game
- Three words you associate with the new topic

Closure:

- Exit Tickets
- Whip Around -3,2,1. Three things you have learned, two things you already knew, 1 thing you still want to know more about.
- Quick Doodles
- I Care Why? What have you learned about socialization?
- Journal Entry - What have you learned about socialization?
- Triple Entry Vocab Journal - add to definitions
- Five W's -The Social Self
- Review and reflect on videos and notes
- Before, During, and After Reading: Nature vs Nurture

After reading and viewing the material on the subject of nature versus nurture, I believe that

Support your final thoughts on the matter

Questions for Tomorrow

- Pair-Share-Out-the-Door
- Three Minute Essay - Who am I and how did I get to be me?
- Reflective journal entries
- Discussions
- Observation

- Stand and Tell

Summative Assessment

- Projects - MPA 2
- <https://docs.google.com/document/d/1dBJCXa5Yh6dqCRUdoXdEfFYvx2tNFcVBFMRNJp6LMUM/edit?usp=sharing>
- <https://docs.google.com/document/d/150Llm3vVmCt55wfGW4D7Aect0xBsgY0dczuoKOLwAjk/edit?usp=sharing>
- Presentations
- Quizzes - <https://forms.gle/kUNCAbyWT8JvqHUz9>
- Essays
- Journals

Benchmark (Assessments):

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment(s):

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

- Unit slideshow (my Googl Drive)
- Socialization: Crash Course Sociology #14
- Harlow's experiment
- Nature Vs Nurture - A Sociological Approach to Feral, Isolated, and Institutionalized Children
- Nature vs. Nurture Debate: 50-Year Twin Study Proves It Takes Two To Determine Human Traits

- Criminal Minds: Born or Made?
- Cause of Addiction: Nature vs. Nurture
- Wild Child: The Story of Feral Children
- 8 Stages of Development by Erik Erikson
- The Man Who Walked Away From Society & Lost Himself
- What You Need to Know About Girls and thier Frenemies
- Rebirth of a Transgender Teenager
- Article for Transgender Teenager
- Race Card Project
- Gender Race Debate
- A Conversation With Black Women on Race
- Fishbowl Strategy
- Quizizz
- Stanford Prison Clip
- Research topics in Sociology
- Introduction to Sociology Online
- HMH Textbook
- (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
- <http://www.rhymezone.com/> 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
- Quizizz

