2018 Unit F The Adult in Society

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

- In American society, adult stages of development are experienced differently by men and women,
- Every adult has a life structure that is characterized by a combination of statuses, roles, activities, goals, values, beliefs, and life circumstances.
- The composition of the labor force and the nature of work have changed greatly over the past 100 years.

Essential Questions

- How do male and female adult development process differ?
- How have the composition of the labor force and the organization of work changed over the twentieth century?
- What types of preperation is necessary to enter the work world?

Standards/Indicators/Student Learning Objectives (SLOs)

- Students will examine challenges to mothers in the workplace and brainstorm responses to the challenges.
- Students will compare and contrast the developments of adult males and females.
- Students will conduct a simulation in which they will review the stages of adulthood by examining the effects of dependency of elder adults on their adult children.
- Students will apply sociological research by conducting interviews of adults to see how real life mirrors sociological models.
- Students will analyze charts to interpret statistics.
- Students will analyze the changes in the labor force over the past 100 years.
- Students will research a career choice and identify the preparation requirements, job opportunities, and job satisfaction rates for the career and create a job resume.
- Students will identify a change in the labor force and write a response describing the effects on the labor force on the nature of the work from the worker's viewpoint.
- Students will view the video Freaky Friday and analyze the experiences of the mother and daughter as they live in each other's shoes for a day.

SOC.9-12.2.1.1	Nonmaterial culture, including norms and values
SOC.9-12.2.2	Students will analyze how culture influences individuals, including themselves.
SOC.9-12.2.2.4	American values

SOC.9-12.2.3	Students will evaluate important social institutions and how they respond to social needs.
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4	Students will assess how social institutions and cultures change and evolve.
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.9-12.3.2	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
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
SOC.9-12.4.4.2	Group responses to inequality such as social movements

Lesson Titles

- Opt-Out Revolution - Women balancing life and work.
- Early and Middle Adulthood -Male versus female development
- Quick Lab- Becoming an adult
- Freaky Friday Movie
- The World of Work
- Occupations - The challenge of preparation
- Simulation: Trading Places: Becoming your parent's parent.

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 examine challenges to mothers in the workplace and brainstorm responses to the challenges. (Applying)
- Students will compare and contrast the developments of adult males and females. (Analyzing)
- Students will conduct a simulation in which they will review the stages of adulthood by examining the effects of dependency of elder adults on their adult children. (Understanding/Applying)
- Students will apply sociological research by conducting interviews of adults to see how real life mirrors sociological models. (Applying)
- Students will analyze charts to interpret statistics. (Understanding/Analyzing)
- Students will analyze the changes in the labor force over the past 100 years. (Understanding)
- Students will research a career choice and identify the preparation requirements, job opportunities, and job satisfaction rates for the career and create a job resume. (Understanding/Applying/Creating)
- Students will identify a change in the labor force and write a response describing the effects on the labor force on the nature of the work from the worker's viewpoint. (Understanding/Applying)
- Students will view the video Freaky Friday and analyze the experiences of the mother and daughter as they live in each other's shoes for a day. (Understanding/Analyzing)
- Delsea One
- SWAG

Modifications

Formative Assessment

Warm-up:

- What does it mean? Terms and definitions
- Define, Explain, Ask Questions - Terms and definitions
- Take the Lead - What career will you enter? How will you prepare for it?
- Before, During, and After - Describe your development from adolescence through adulthood
- The Topic Makes Me Think...Would you be willing to take care of your parents? Are your parents taking care of theirs?
- Post it notes
- Questions from Yesterday

Anticipatory Set:

- Close your eyes and imagine what it would be like to be your parent.
- Close your eyes and imagine what it would be like for your parent to fill your shoes for a day.
- Classroom Post - [Top 30 fastest-growing jobs by 2020](#) Is yours there?
- Discussions -
- Predict
- The A to Z game
- Three words you associate with the new topic

Closure:

- Exit Tickets - 3 things you learned, 2 things you want to know more about, 1 thing you disagree with
- Whip Around - Greatest challenge of being a parent
- Whip Around - Greatest challenge of being an adult
- Quick Doodles
- I Care Why? Why should you already be thinking and preparing for work?
- Journal Entry
- Five points of adult male or female development
- Classroom Post
- Post-it Notes
- Questions for Tomorrow
- Pair-Share-Out-the-Door
- Three Minute Essay
- Reflective journal entries
- Discussions
- Observation
- Stand and Tell What you learned today

Summative Assessment

- Projects
- Presentations
- Quizzes
- Essays

- Journals

Benchmark (Assessments):

Skills-based assessment
Reading responses
Writing responses

Alternative Assessment(s):

Resources & Materials

- WORK & LIFE STRESSES
- Top 30 fastest-growing jobs by 2020
- Best Careers for the Future: 51 Jobs for 2020 and Way Beyond!
- NJCAN Career investigation
- Research topics in Sociology
- HMH Sociology Textbook
- 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
- Google Classroom
- Pinterest
- Google Keep
- Google Trends
- Twitter
- Piktochart
- Powtoon
- Podcasts
- Aurasma
- Creative Commons
- ClassDojo
- Kahn Academy
- TedTalks
- Padlet
- Classifyit

- Thinklink