Unit_10: Class and Stratification

Content Area: **Social Studies**
Course(s): **Sociology**
Time Period: **Semester 1 & 2**
Length: **2 weeks**
Status: **Published**

Standards

	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
	Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
	Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
	Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
6.1.12.EconET.8.a	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
6.2.12.HistoryCC.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

Standards

	Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
	Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.
6.1.12.GeoPP.14.a	Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
6.1.12.GeoPP.14.b	Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
6.1.12.EconET.14.b	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
	Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
6.2.12.HistoryCC.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
	Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.
	Human and civil rights support the worth and dignity of the individual.

Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.

Enduring Understandings

Identify the theoretical aspect of Capitalism (Rags to riches, hard work)

Identify the limitations of Capitalism, most people born into poverty never leave, rich people stay rich

Identify the manifest unfairness of todays capitalism and why there is growing wealth

Identify the nature of capitalism and the path to economic growth but the necessity of education and access as the driver for long term sustained economic success.

Identify the difference between the Theories of Communism and the actual application of the same.

Identify which tools drive success on an economic scale

How does Race, Sex and Gender affect the nature of Stratification

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. various aspects of media will be discussed, and the lowering standard of media as a reliable source of factual information

Essential Questions

- How did Industrialization shape the modern economic thought?

How did socialization and the Nature of gender roles as well as Bias shape the nature of the Class system?

How did Class systems evolve globally as examined in the similarities between various class systems without access to each other and how did that shape the general will of class and stratification as a social construct vs an economic one?

-What is the influence of power and wealth on the sustainability of Class and stratification?

- How would is be possible for an individual society to establish a more balanced system?

- How do we see the issues of Wealth, Gender and Race effect the nature of social stratification?

Knowledge and Skills

Students can identify the history of socialized class rules that give and keep power in the hands of the few

Students can form opinions on the nature of power as it relates to Class (Machiavelli, the Papacy, the French Estate system, the Caste System)

Students will be able to compare the rigid nature of past social systems to the more flexible American system

Students can identify the current struggles in the American system of Class and stratification as the government shifts away from a progressive agenda of helping and protecting workers

Students can identify the impact of the changing political landscape on the ability for people to become more secure in the economic future

Students can identify the struggles of higher education and the duality of the need for higher education but the expense of it being a limiting factor on people long term success

Transfer Goals

Students will be able to independently see the historic nature of Class and stratification as a means to devalue the nature of work in Industrial revolution and post Industrial societies

Students will be able to independently recognize the inherit advantages of wealth in American Society

Students will independently identify the barriers to success that Class and stratification provides

Students will independently establish an understanding of the nature of Wealth, Gender and race Stratification on the access to economic success and sustained long term growth

Students will be able to independently understand access points to long term success as it relates to education and "who you know"

Students will independently recognize the movement within the American Class system as a means of economic success but also the limitations of access to the upper tier and the ability to escape poverty.

Resources

Sociology in Our World 6th edition: textbook

Additional Resources from WH databases, and articles connected to the content, including primary readings,

historiography, and secondary sources.

The Society Pages: Sociology Toolbox

https://thesocietypages.org/toolbox/teaching_sociology/

American Sociology Association

https://www.asanet.org/teaching-learning/resources-high-school-sociology

Teaching High School Sociology

http://teachinghighschoolsociology.blogspot.com/#sthash.DaKVtkUb.dpbs

Revise Sociology

https://revisesociology.com/good-sociology-sites/

Sociology Central:

http://www.sociology.org.uk/rload.htm

Video Resources:

http://sociologythroughdocumentaryfilm.pbworks.com/w/page/17194965/FrontPage

https://freedomtoteach.collins.co.uk/influential-inspirational-films-sociology-students/

Additional Online Resources:

https://www.albert.io/

https://newsela.com/

Pew Research Center

Upfront Scholastic Magazine

Simply Psychology

Ed Puzzle

Ted Talks

Openstax

Nearpod

Kahoot

Stanford Education Group

Washington Post

Foreign Policy Magazine

The Guardian

New York Times

Pew Research Center

Upfront Scholastic Magazine

Simply Psychology

Ed Puzzle

Ted Talks

Openstax

Nearpod

Kahoot

Stanford Education Group

News publications, including but not limited to NYTimes, Washington Post.

Foreign Policy Magazine

The Guardian

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Modifications for Text levels/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

AI - Gemini, Magicschoolai, Copilot etc.

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit