Unit 4: Human Society

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

Standards

	To better understand the historical perspective, one must consider historical context.
6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.EconNE.5.b	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
6.1.12.HistoryCA.5.a	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
6.1.12.CivicsDP.6.b	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
6.1.12.EconNE.8.a	Analyze the push-pull factors that led to the Great Migration.
6.1.12.HistoryCC.8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
	Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
6.1.12.GeoHE.14.a	Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.3.12.GeoGI.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

Enduring Understandings

Identify the changing structure and function of families around the world including the role of each family member (wife, husband, same sex marriages)

Identify the beliefs, practices, and organizational forms of religion that exist throughout the world.

Identify the functions and patterns of education as a social institution around the world.

- 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. Documents, primary sources, historical readings will be evaluated.

Essential Questions

How do family structures differ around the world?

How does race, gender, sexual orientation, religion, socioeconomics, and ethnicity impact family structure?

What are common reasons for divorce?

What are alternative forms of families?

What are the basic concepts shared by most religions?

How has religion prompted social change?

How is religion in the United States impacted by race, class, and gender?

What two major changes with religion are taking place in the United States?

What are the basic concepts shared by most religions?

How has religion prompted social change?

What religions are monotheistic?

How is religion in the United States impacted by race, class, and gender?

What two major changes with religion are taking place in the United States?

How does education differ around the world - and how do cultures bring their views of education to the US (AAPI)?

What are the social functions of schooling?

Knowledge and Skills

Identify the different family Structures that exist around the world

Assess the theories of family Identify the stages of family life Identify the impact of class, race, and gender on families in the United States including Asian American Pacific Islander

Explain the basic concepts of religion Identify the theories of religion Identify various types of religious organizations Identify various religions around the world Identify the changing role of religion in modern society

illustrate different patterns of schooling around the world

Monotheistic religions

Specific changes with religion taking place in the United States

Categorize the formal and informal functions of schooling

Demonstrate the social inequalities of schooling Identify current issues in education - public and private

Three positives and 3 needs for improvement in US schools

Transfer Goals

Students will be able to independently verify the patterns of differentiated family structures within society and how various societies view acceptable family structures

Students can Independently present the impact of Race, Class, Religion and gender on Society using evidence based research.

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/

https://guides.jstor.org/sociology

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

New York Times

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

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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