

# 5. Social Change

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **4 weeks**  
Length: **4 weeks**  
Status: **Published**

## Unit Overview

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This unit of the Sociology introduces students the concept of social change in relation to population, urbanization, and collective behavior.

*\*This curriculum is divided into 5 units, allowing the teachers to design their course in an effort to highlight each of the 5 core domains. This will allow students to be exposed to a diverse selection of sociological concepts without sacrificing any key components of sociology.*

## Transfer

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Students will be able to independently use their learning to...

### Population and Urbanization:

Investigate and research to what extent individuals can prevent global warming.

### Collective Behavior

Analyze whether the transformation to a technological society makes individual feel overwhelmed.

## Meaning

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## **Understandings**

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Students will understand....

### **Population and Urbanization**

How population growth and urbanization changes the environment.

### **Social Change**

How every society experiences social change.

## **Essential Questions**

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Students will keep considering...

### **Population and Urbanization**

What affects the populations change?

How does population growth and decline affect societies?

### **Social Change**

What is social change?

What is collective behavior?

Wat are social movements?

## **Application of Knowledge and Skill**

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## **Students will know...**

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Students will know...

### **Population and Urbanization**

Why populations change.

The advantages and disadvantages of population change.

### **Social Change**

Different types of collective behavior.

Different types of social movements.

## **Students will be skilled at...**

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Students will be skilled at...

### **Population and Urbanization**

Tracing population development and predicting trends.

Evaluating how people are affected by population changes.

### **Social Change**

Evaluating the facts that contribute to social change.

## **Academic Vocabulary**

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Recommended vocabulary. May vary depending on student ability.

### **Population and Urbanization**

demography

population

migration

urbanization

global warming

### **Social Change**

social change

collective behavior

social movement

## **Learning Goal 1**

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Evaluate how and why every society experiences change and assess its impact on the population and environment.

- Evaluate how and why every society experiences change and assess its impact on the population and environment.

SOC.9-12.6.2.12

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

SOC.9-12.6.3.12

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

SOC.9-12.6.3.12.1

Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.

SOC.9-12.6.3.12.2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.9-12.6.3.12.3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.9-12.6.3.12.4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.9-12.6.3.12.5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
SOC.9-12.6.3.12.6	Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
SOC.9-12.6.3.12.7	Take actions that result in a more just and equitable society.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.
WORK.9-12.9.1.12.F.6	Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.

## Target 1

Describe population change.

- Describe population change.

## Target 2

Identify the best-case and worst-case scenarios regarding population and urban growth and discuss how the worst case scenarios can be averted.

- Identify the best-case and worst-case scenarios regarding population and urban growth and discuss how the worst case scenarios can be averted.

### **Target 3**

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Describe the most common types of collective behavior.

- Describe the most common types of collective behavior.

### **Target 4**

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Compare and contrast different social movements.

- Compare and contrast different social movements.

### **Target 5**

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Discuss factors that contribute to social change.

- Discuss factors that contribute to social change.

### **Summative Assessment**

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All assessments are differentiated and aligned to the social studies standards and curriculum. Alternate assessments may include, but not be limited to problem based learning, projects, common assessments, and other activities. Common summative assessments will be devised by core content teachers and must include benchmark assessments.

### **21st Century Life and Careers**

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WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
WORK.9-12.9.1.12.1	Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
WORK.9-12.9.1.12.1	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
WORK.9-12.9.1.12.2	Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross-cultural teams in face-to-face and virtual environments.

WORK.9-12.9.1.12.2	Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
WORK.9-12.9.1.12.2	Ethical behaviors support human rights and dignity in all aspects of life.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
WORK.9-12.9.1.12.B.2	Create and respond to a feedback loop when problem solving.
WORK.9-12.9.1.12.B.3	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
WORK.9-12.9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
WORK.9-12.9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
WORK.9-12.9.1.12.D.2	Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
WORK.9-12.9.1.12.D.3	Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
WORK.9-12.9.1.12.E.1	Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
WORK.9-12.9.1.12.E.2	Generate digital media campaigns in support of or opposing a current political, social, or economic issue.
WORK.9-12.9.1.12.F.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
WORK.9-12.9.1.12.F.5	Formulate an opinion regarding a current workplace or societal/ethical issue based on research.
WORK.9-12.9.1.12.F.6	Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.

## **Formative Assessment and Performance Opportunities**

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## **Accommodations/Modifications**

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### **Differentiation: 504 accommodations and IEP modifications are met as required**

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers
- Chunked Readings
- RAFT Activities (Role, Audience, Format, Topic)

- Layered Curriculum/Tiered Assignments
- Academic Games to practice skills and deepen understanding of topics
- Think-Pair-Share Activities
- Stations and Learning Centers
- Utilizing Pre-tests to reteach complex content before summative assessment
- Providing additional resources for independent study (videos, study guides, teacher notes, web-based resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

- Compare and Contrast Foldable
- Online Practice Game
- Graphic Organizer
- Perspectives Journal Writing
- Timelines
- Debate
- Play Re-Enactment and Song Analysis
- Research Activity <http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html>

Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

Ref's	Description
0x	• student choice research projects
0x	• guided notes
0x	• leveled readings
0x	• modified assessments
0x	• modified assignments



- 0x • task-based assessments
- 0x • test corrections

## **Unit Resources**

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May include, but not be limited to:

Sociology Textbook

Online websites and resources

DVD's

Social Studies Databases

Student Response Systems

Projector/Speaker Systems

Primary Source Documents

Document Cameras

Online Portfolios

Teacher Resource Kit

## **Interdisciplinary Connections**

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