

# Unit 02: The Individual and Society

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 2

<b>Unit Title:</b>	<b>The Individual and Society</b>  Students will learn about the different agents of socialization and how they are all used to create a functioning society. We will also discuss different challenges of the adolescence time period and stages of adulthood. Deviant behavior will be explained as well as the purpose it serves in society.
<b>Suggested Duration:</b>	<b>4 weeks</b>

## Interdisciplinary Connections

Interdisciplinary Connections
<b>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</b> <ul style="list-style-type: none"><li>▪ <a href="#">Grades 9-10</a></li><li>▪ <a href="#">Grades 11-12</a></li></ul>
<b>Math Practices:</b> <a href="https://www.nj.gov/education/standards/math/Index.shtml">https://www.nj.gov/education/standards/math/Index.shtml</a>
<b>Science Practices:</b> <a href="https://www.nj.gov/education/standards/science/Index.shtml">https://www.nj.gov/education/standards/science/Index.shtml</a>
Find and paste appropriate <u>Companion Standards</u> or <u>Practices</u> here.

*Writing & Literature – Interpretation and analysis of primary source documents, literature and poetry as part of gaining historical understanding.*

*Health/ PE- discussion of adolescence behavior*

## Technology Integration

**Technology Integration**

Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

Chromebooks, Google Classroom, Various YouTube Clips, Google Apps for Education

## Standard(s) Addressed

- 3.1 Students will describe the process of socialization across the life course.
- 3.3 Students will examine the social construction of groups and their impact on the life chances of individuals.

## STAGE I Desired Results

STAGE I Desired Results	
<b>Objective (Transfer)</b>	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Explain how there are four primary agents of socialization in the U.S: family, peer group, school and the mass media.</li> <li>• Analyze how adolescents face many difficult challenges, including issues related to sexual behavior, drugs and suicide.</li> <li>• Examine how Americans entering into old age, face a new set of life transitions, challenges and opportunities.</li> <li>• View how deviance, which is a behavior that violates social norms, serves a purpose in society.</li> </ul>	
<b>Mastery</b>	
<p><b>Big Ideas/<a href="#">Enduring Understanding</a></b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Every society has a structure that guides human behaviors and interactions.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What are the main components of social structure and what are their effects on interaction?</li> <li>• What is socialization and how does it influence</li> </ul>

<ul style="list-style-type: none"> <li>• People’s personalities develop as a result of nature and nurture.</li> <li>• Social norms keep society functioning smoothly, however deviant behavior can have positive and negative effects on society.</li> </ul>	<p>the human experience?</p>
<b>Acquisition</b>	
<p><i>Students will know . . .</i></p> <p>Socialization</p> <p>Social isolation</p> <p>Nature v/ nurture</p> <p>Agents of socialization</p> <p>Peer group</p> <p>Adolescence</p> <p>Sanctions</p> <p>Deviance</p>	<p><i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> <li>• <i>Formulating questions and hypotheses from multiple perspectives using multiple sources</i></li> <li>• <i>Using critical thinking skills to interpret events, recognize bias, point of view and social context.</i></li> <li>• <i>Comparing and contrasting interpretations of sociological issues</i></li> </ul>

## STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<ul style="list-style-type: none"> <li>• Social Norms Current Events assignment</li> <li>• Generation Gap Survey</li> <li>• Deviance in School assignment</li> <li>• Challenges of Adolescence Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Deviance Social Experiment</li> <li>• Breakfast Club Google slides Analysis</li> </ul>
Modifications	
<p>How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment). All courses follow a <a href="#">balanced assessment system</a> with Practice and Assessments.</p>	

For the Deviance Social Experiment instead of having students think of their own social norm to break, a list of pre-approved ones may be provided for them to choose from. They also may be allowed to work with a partner instead of by themselves.

For the Breakfast Club google slides options may be having to put less text on each slide, or also shortening the amount of slides required total.

Text Compactor and similar apps to abbreviate DBQs, Definitions provided, Rephrasing for clarification, Provision of verbal assessments, fewer answer choices (multiple choice), fewer test items

### **STAGE III Learning Plan**

<b>STAGE III Learning Plan</b>
<b>Organize plan by weeks</b>
<b><i>WEEK ONE</i></b>
<i>Students will be introduced to the topic of social norms and how they control society.</i>
<i>Breaking a Social Norm/ Deviance Social Experiment</i>
<b><i>WEEK TWO</i></b>
<i>Students will investigate deviant behavior and how different cultures respond differently to it.</i>
<b><i>WEEK THREE</i></b>
<i>Students will explore the different Agents of Socialization and view examples of each.</i>
<b><i>WEEK FOUR</i></b>
Students will assess different challenges of adolescence and stages of adulthood.
<b>Modifications</b>
<b>How are the activities modified/differentiated? (i.e.: abridged text)</b>

“Text Compactor” and similar apps in order to create abridged text. Format modification, enlarged text, color

coding, provision of definitions and text clarification.

## Specific Resources for Unit

Specific Resources for Unit
Attached Affirmative Action Compliance Checklist

- *Sociology: The Study of Human Relationships*: Holt McDougal 2010
- *The Breakfast Club* - film
- [Laziness Does Not Exist. Human Parts’ article by Devon Price](#)
- Venngage (site to create infographics)
- Easl.ly (site to create infographics)

## Diversity, Equity, & Inclusion

<a href="#">Diversity, Equity &amp; Inclusion</a>
Provide a brief description of how this unit addresses DE&I.

## Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

## Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	