

# Unit 03: Social Inequality

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 3

<b>Unit Title:</b>	<b>Social Inequality</b>  Students will examine the difference between race and ethnicity and how these two topics have been used in social stratification throughout many cultures. Students will also explore the various perspectives on gender and how society's view on the topic is shifting.
<b>Suggested Duration:</b>	<b>4 weeks</b>

## Interdisciplinary Connections

Interdisciplinary Connections
<b>Reading and Writing</b> Companion Standards for History, Social Studies, Science and Technical Subjects <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.*

*Science- Discussions about Race*

## Technology Integration

Technology Integration
Northern supports the integration of the <a href="#">SAMR Model</a> : 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**

- 4.1 Students will identify common patterns of social inequality.
- 4.2 Students will analyze the effects of social inequality on groups and individuals.
- 4.3 Students will explain the relationship between social institutions and inequality.
- 4.4 Students will assess responses to social inequality.

### **STAGE I Desired Results**

<b>STAGE I Desired Results</b>	
<b><i>Objective (Transfer)</i></b>	
<i>Students will be able to independently use their learning to...</i>	
<ul style="list-style-type: none"> <li>• Examine how many societies rank their members based on certain criteria, a process called social stratification.</li> <li>• Analyze how race, ethnicity and minority groups are important factors that shape the social structure of the United States.</li> <li>• Provide evidence to how individuals learn what society deems as appropriate gender behavior through socialization and how in many societies gender roles lead to social inequality.</li> </ul>	
<b><i>Mastery</i></b>	
<b>Big Ideas/ <u>Enduring Understanding</u></b>  <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Racial and ethnic relations are an essential part of life in the United States.</li> <li>• Concerns and discrimination related to gender, age, disability, and health care impact the social construct of the United</li> </ul>	<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• Why does social inequality exist?</li> <li>• How are race, ethnicity, and social structure related?</li> </ul>

States.	
<b>Acquisition</b>	
<i>Students will know . . .</i>  Systems of Stratification  Poverty  Race  Ethnicity  Gender and Gender Roles  Ageism	<i>Students will be skilled at . . .</i>  <ul style="list-style-type: none"> <li>• <i>Analyzing how historical events shape the modern world and our sociological perspective</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>• Race as a Social Construct Response</li> <li>• Institutional Racism Analysis</li> <li>• Jane Elliot “A Class Divided” Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Race/ Ethnicity Vocab Assessment</li> <li>• Student Choice Assignment on Race (choose a Racial/ Ethnic group to highlight their history/ analyze their current place in society, analyze a hate group or analyze Affirmative Action.</li> </ul>
Modifications	
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.	

For the Race/ Ethnicity vocab assessment where they must explain what the definitions are and give examples they may be asked to only complete 5 instead of 10. Another modification may be that they are given examples of them but still have to give the definition.

For Student Choice assignment on Race some modifications may be that they are given ahead of time a list of probing questions they can answer/ look up instead of thinking of them on their own. Another option would be

shortened amount of text required on each slide, or a shortened amount of slides 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

STAGE III Learning Plan
<p><b>Organize plan by weeks</b></p> <p><b>WEEK ONE</b></p> <p><i>Students will discuss the difference between race and ethnicity as well as the idea of race being a social construct.</i></p> <p><b>WEEK TWO</b></p> <p><i>Students will examine how different groups in power have used racism over time to their advantage, and the effects it has had on societies.</i></p> <p><i>Watch Jane Elliot's A Class Divided documentary/ write reflection</i></p> <p><b>WEEK THREE</b></p> <p><i>Students will look at gender roles throughout history and see how they differ across time and cultures.</i></p> <p><b>WEEK FOUR</b></p> <p><i>Students will complete a choice board assignment on a topic from within our unit on social inequality.</i></p>
Modifications
<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
- *Jane Elliot: A Class Divided* - video
- [\*What We Mean When We Say 'Race Is a Social Construct'\* By Ta-Nehisi Coates](#)

## Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion
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 <a href="#">Core Idea and Performance Expectation</a> from NJDOE link above.	

