

Unit 05: The Changing Social World

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 5

Unit Title:	The Changing Social World In this unit, students will look at shifting global patterns of where people want to live and work. Students can examine causes and effects of different aspects of our society such as environmental, housing and even what overpopulation can do to certain areas.
Suggested Duration:	3 weeks

Interdisciplinary Connections

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

World History, Political Science, United States History, Economics, Psychology,

Gender Studies, Geography, Statistics

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

- 4.2 Students will analyze the effects of social inequality on groups and individuals.
- 2.4.1 Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age

STAGE I Desired Results

STAGE I Desired Results	
Objective (Transfer)	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Examine how the world’s population is constantly changing and how demographers can study these changes and apply theories to explain them. • Analyze how cities have evolved through time and face many challenges today. 	
Mastery	
<p>Big ideas/Enduring Understanding</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The world’s population is growing and becoming increasingly urban. • Collective behavior is both shaped by and influences social movements. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • What is collective behavior and what theories attempt to explain it? • What social factors stimulate and resist social change?
Acquisition	
<p><i>Students will know . . .</i></p> <p>Population change</p>	<p><i>Students will be skilled at . . .</i></p> <p><i>Gathering, analyzing and reconciling information from primary and secondary sources to support or reject</i></p>

Migration	<i>hypotheses</i> <i>Using critical thinking skills to interpret events, recognize bias, point of view and social context.</i>
Urbanization	
Collective Behavior	
Social movements	
Modernization	

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<ul style="list-style-type: none"> - Population shift chart and analysis - Compare/ Contrast of past and present social movements - Issues with Urbanization article/ reflection 	<ul style="list-style-type: none"> - Social Movements Essay
Modifications	
<p>How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment). All courses follow a balanced assessment system with Practice and Assessments.</p>	

One example of a modification for the social movements essay would be to shorten the length of the essay from 3 paragraphs to 2. Another option would be allowing them to create a presentation like a prezzi/ google slides instead of writing an essay version.

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

Organize plan by weeks

WEEK ONE

Students will examine how and why populations have shifted over time around the world and view trends in how/where humans choose to live.

Students will also discuss the key issues with Urbanization.

WEEK TWO

Students will analyze the need for social justice movements and look at different examples of them throughout the world and history.

WEEK THREE

Students will choose a topic worthy of a social justice movement and create a summative assignment on it.

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

“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

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 Core Idea and Performance Expectation from NJDOE link above.