

# Old Unit 4: Soc Hon - Asia

Content Area: **Social Studies**  
Course(s): **Sociology**  
Time Period: **Marking Period 3**  
Length: **6 of weeks**  
Status: **Published**

## Standards

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| SOC.9-12.6.1.12       | All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.   |
| SOC.9-12.6.1.12.5     | Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups.   |
| SOC.9-12.6.1.12.6     | Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.   |
| SOC.9-12.6.2.12.3     | Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact. |
| SOC.9-12.6.2.12.B.3.b | Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.   |
| SOC.9-12.6.2.12.C.6.b | Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.  |
| SOC.9-12.6.2.12.C.6.d | Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.   |
| SOC.9-12.6.2.12.D.3.b | Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.  |
| 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.9-12.6.3.12.4     | 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.

SOC.9-12.6.3.12.D.1

Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.

## Essential Questions

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What does this Social Science offer us?

## Goals/Objectives

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- Gain and demonstrate a working knowledge of the development of Sociology as a field of inquiry
- Gain and demonstrate a working knowledge of the three paradigms
- Students will master the content of related chapter.
- Students will use continuous improvement model in self-assessment

## Content

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Sociology Honors textbook: SOCIOLOGY John J. Macionis, 14th Ed. 2012

History

Other social sciences

Three theoretical paradigms

## Skills

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- Analyze charts & tables
- Analyze maps
- Assess validity of sources
- Break a project into manageable units
- Comprehend geopolitical issues
- Demonstrate an abstract principle
- Develop a thesis

- Incorporate new data
- Incorporate the opinions of others
- Know and apply theoretical paradigms
- Manage a project
- Manage contingencies
- Manage group dynamics
- Master Powerpoint presentation
- Master Powerpoint skills
- Perform research in online data bases
- Perform Systems Thinking
- Read and analyze primary sources
- Role-play
- Speak extemporaneously
- Speak with minimal notes
- Speak without notes
- Summarize from multiple sources
- Think critically
- Understand specific non-Western society
- Visualize and represent an historical society
- Write formally

## **Assessment of Learning**

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- Cumulative test
- Debate
- Effective email communication
- Email communication
- Performance
- Pre-test
- Quiz
- Quiz - pop
- Research paper
- Spontaneous demonstration
- Test
- Verbal questioning

## **Instructional Strategies**

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- Brainstorming
- Cooperative learning
- Demonstrations
- Direct instruction/Lecture
- Discussion
- Drill and Practice
- Games
- Graphic Organizers
- Guided reading
- Higher Order Thinking Skills
- Interactive instruction
- Journal writings
- Labs
- Manipulatives
- Problem-based instruction
- Structured overview

## **Differentiation**

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- Alternative assessments
- Choice of activities
- Choice of books
- Flexible grouping
- Guided reading
- Homework options
- Independent research and projects
- Leveled rubrics
- Modified materials
- Multiple texts
- Multi-sensory
- Personal agendas
- Pre-teach
- Re-teach
- Stations/Centers
- Supplemental materials
- Supplemental teaching

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| SOC.K-12.6.1.1 | Demonstrate understanding of the personal rights and responsibilities of self and others such as respecting property of others and maintaining personal property. |
| SOC.K-12.6.1.2 | Make individual contributions to the community such as volunteering.  |
| SOC.K-12.6.1.4 | Apply democratic principles such as sharing, taking turns, participating in a group, making decisions, expressing opinions and making choices.                    |
| SOC.K-12.6.1.5 | Participate in making rules.  |
| SOC.K-12.6.1.9 | Solve problems in socially appropriate ways.  |
| SOC.K-12.6.7.1 | Follow and/or give directions to specific locations.  |
| SOC.K-12.6.7.2 | Use maps to find specific locations or landmarks.   |
| SOC.K-12.6.9.1 | Engage in recycling activities.   |

## Technology

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- Calculators
- Computer Lab/Laptops
- DVDs/CDs/Videos/TV
- Graphing Calculator
- Handhelds
- Internet Resources
- iPads
- Overhead Transparencies
- PowerPoint
- SMART Board

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|---------------------|---|
| TEC.9-12.8.1.12.A.1 | Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.  |
| TEC.9-12.8.1.12.D.2 | Demonstrate appropriate use of copyrights, fair use and creative commons.   |
| TEC.9-12.8.1.12.F.1 | Select and use specialized databases for advanced research to solve real world problems.  |
| TEC.9-12.8.1.12.F.2 | Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.<br><br>Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems. |

## 21st Century Themes

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- Business, Financial, Economic and Entrepreneurial Literacy
- Civic Literacy
- Global Perspectives
- Health Literacy

## 21st Century Skills

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- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Information Literacy
- Life and Career Skills
- Media Literacy

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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   | 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   | There are ethical and unethical uses of communication and media.   |
| 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.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.C.1 | Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need. |
| WORK.9-12.9.1.12.C.4 | Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.                                       |
| 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.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.5 | Compare laws governing the unethical use of media in different countries.  |
| 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.4 | Explain the impact of computer hacking on products and services.   |
| WORK.9-12.9.1.12.F.6 | Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.   |
| WORK.9-12.9.2.12.A.1 | Analyze the relationship between various careers and personal earning goals.   |
| WORK.9-12.9.3.12.4   | There is a relationship between personal behavior and employability.   |

WORK.9-12.9.3.12.C.21

Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.

## **Interdisciplinary Connections**

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- Art
- Business
- Health & PE
- Industrial Arts
- Math
- Music
- Science
- Social Studies
- World Languages