

# Sociology

# Curriculum

*This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21<sup>st</sup> century skills, integration of technology, and integration of 21<sup>st</sup> Century Life and Career standards.*

## About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

<b>Lower Cape May Regional School District Sociology Curriculum</b>	
<b>Content Area: Social Sciences</b>	
<b>Course Title: Sociology</b>	<b>Grade level: 9-12</b>
<b>Unit 1:</b> Introduction to Sociology	<b>Dates for Units: Approximately 2 weeks</b>
<b>Unit 2:</b> Research	<b>Dates for Units: Approximately 2 weeks</b>
<b>Unit 3:</b> Culture	<b>Dates for Units: Approximately 2 weeks</b>
<b>Unit 4:</b> Society and Social Interaction	<b>Dates for Units: Approximately 2 weeks</b>
<b>Unit 5:</b> Socialization	<b>Dates for Units: Approximately 2 weeks</b>
<b>Unit 6:</b> Groups and Organizations	<b>Dates for Units: Approximately 2 weeks</b>
<b>Unit 7:</b> Deviance, Crime, and Social Control	<b>Dates for Units: Approximately 2 weeks</b>
<b>Unit 9:</b> Social Stratification in the United States	<b>Dates for Units: Approximately 2 weeks</b>
<b>Unit 10:</b> Global Inequality	<b>Dates for Units: Approximately 2 weeks</b>
<b>Unit 11:</b> Race and Ethnicity	<b>Dates for Units: Approximately 2 weeks</b>
<b>Unit 12:</b> Gender, Sex, and Sexuality	<b>Dates for Units: Approximately 2 weeks</b>

<b>Unit 20:</b> Population, Urbanization, and the Environment	<b>Dates for Units: Approximately 2 weeks</b>
<b>Unit 21:</b> Social Movements and Social Change	<b>Dates for Units: Approximately 2 weeks</b>
<b>Date Created: 1999 (updated 2020)</b>	<b>Board Approved On: 1999 (Updated 2020)</b>

<b>Lower Cape May Regional School District Sociology Curriculum Unit 1 Overview</b>	
<b>Content Area: Sociology</b>	
<b>Unit Title: Introduction to Sociology</b>	
<b>Target Course/Grade Level: 9-12</b>	
<b>Unit Summary:</b> <ul style="list-style-type: none"> <li>Students will be given an overview about the study of sociology.</li> </ul>	
<b>Interdisciplinary Connections:</b> <ul style="list-style-type: none"> <li>English- Reading informational materials/ writing about selected topics/research</li> <li>Science- Describe the scientific method/ reliability. Validity</li> <li>Social Studies- culture/ race/ society</li> </ul>	
<b>21st Century Themes, Skills, and Standards:</b> <ul style="list-style-type: none"> <li>(State 21st century themes here). Link <a href="http://www.state.nj.us/education/cccs/2014/career/">http://www.state.nj.us/education/cccs/2014/career/</a></li> <li>Technology utilization in the form of research, Google classroom, EdPuzzle, etc.</li> <li>21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.</li> </ul>	
<b>Learning Targets</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>

Lower Cape May Regional School District

SOC.9-12.1	The sociological perspective and methods of inquiry		
SOC.9-12.1	Students will identify sociology as a scientific field of inquiry		
SOC.9-12.1.1-4	Scientific method, hypothesis, independent and dependent variables		
SOC.9-12.1.2	Students will compare and contrast the sociological perspective and how it differs from other social sciences		
SOC.9-12.1.2.1	Impact of social context on human behavior		
SOC.9-12.1.2.2	Social construction of reality		
SOC.9-12.1.2.3	Sociological imagination		
SOC.9-12.1.3	Students will evaluate the strengths and weaknesses of the major methods of sociological research		
SOC.9-12.1.3.1-5	Surveys and interviews, experiments, observations, content analysis, research ethics		
SOC.9-12.1.4.1-3	Students will identify, differentiate among, and apply a variety of sociological theories (functionalist perspective, conflict theory, symbolic interaction)		
SOC.9-12.2	Social Structure: culture, institutions, and society		
SOC.9-12.2.1-3	Students will describe the components of culture (nonmaterial culture-including norms and values-,material culture, subculture)		
SOC.9-12.2.2.1-4	Students will analyze how culture influences individuals, including themselves. (ethnocentrism, cultural relativity, culture shock, American values)		
SOC.9-12.2.3.2	Social Statuses and roles		
SOC.9-12.2.4.1-3	Shifting historical context such as industrial revolution, urbanization, globalization, the internet age (countercultures, social movements)		
SOC.9-12.3.1-3	Reference groups, primary and secondary groups, in-groups and out-groups.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● What is the study of sociology?</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Explain concepts central to sociology</li> </ul> </td> </tr> </table>		<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● What is the study of sociology?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Explain concepts central to sociology</li> </ul>
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● What is the study of sociology?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Explain concepts central to sociology</li> </ul>		

	<ul style="list-style-type: none"> <li>• Understand how different sociological perspectives have developed</li> <li>• Explain why sociology emerged when it did</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>• Why it is worthwhile to study sociology</li> <li>• Ways sociology is applied in the real world.</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>• Describe how sociology became a separate academic discipline</li> <li>• Explain what sociological theories are and how they are used</li> <li>• Understand the similarities and differences between structural functionalism, conflict theory, and symbolic interactionism</li> </ul>

**Lower Cape May Regional School District Sociology Curriculum  
Unit 2 Overview**

**Content Area: Sociology**

**Unit Title: Research**

**Target Course/Grade Level: 9-12**

**Unit Summary:**

- Students will be discuss the scientific method, research methods, ethics as relates to research, and neutrality.

**Interdisciplinary Connections:**

- English- Reading informational materials/ writing about selected topics/research
- Science- Describe the scientific method/ reliability. Validity
- Social Studies- culture/ race/ society

**21st Century Themes, Skills, and Standards:**

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of research, Google classroom, EdPuzzle, etc.
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

<b>Learning Targets</b>			
<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>		
SOC.9-12.1	The sociological perspective and methods of inquiry		
SOC.9-12.1	Students will identify sociology as a scientific field of inquiry		
SOC.9-12.1.1-4	Scientific method, hypothesis, independent and dependent variables		
SOC.9-12.1.2	Students will compare and contrast the sociological perspective and how it differs from other social sciences		
SOC.9-12.1.2.1	Impact of social context on human behavior		
SOC.9-12.1.2.2	Social construction of reality		
SOC.9-12.1.2.3	Sociological imagination		
SOC.9-12.1.3	Students will evaluate the strengths and weaknesses of the major methods of sociological research		
SOC.9-12.1.3.1-5	Surveys and interviews, experiments, observations, content analysis, research ethics		
SOC.9-12.1.4.1-3	Students will identify, differentiate among, and apply a variety of sociological theories (functionalist perspective, conflict theory, symbolic interaction)		
SOC.9-12.2	Social Structure: culture, institutions, and society		
SOC.9-12.2.1-3	Students will describe the components of culture (nonmaterial culture-including norms and values-,material culture, subculture)		
SOC.9-12.1	The sociological perspective and methods of inquiry		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● <b>What is the scientific method?</b></li> </ul> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Define and describe the scientific method</li> <li>● Explain how the scientific method is used in sociological research</li> <li>● Understand the function and importance of an interpretive framework</li> </ul> </td> </tr> </table>		<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● <b>What is the scientific method?</b></li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Define and describe the scientific method</li> <li>● Explain how the scientific method is used in sociological research</li> <li>● Understand the function and importance of an interpretive framework</li> </ul>
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● <b>What is the scientific method?</b></li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Define and describe the scientific method</li> <li>● Explain how the scientific method is used in sociological research</li> <li>● Understand the function and importance of an interpretive framework</li> </ul>		

<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>• About the American Sociological Association’s Code of Ethics</li> <li>• neutrality</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>• Define what reliability and validity mean in a research study</li> <li>• Differentiate between four kinds of research methods: surveys, field research, experiments, and secondary data analysis</li> <li>• Understand why different topics are better suited to different research approaches</li> </ul>

<p><b>Lower Cape May Regional School District Sociology Curriculum Unit 3 Overview</b></p>
<p><b>Content Area: Sociology</b></p>
<p><b>Unit Title: Culture</b></p>
<p><b>Target Course/Grade Level: 9-12</b></p>
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>• Students will learn to differentiate between culture and society.</li> </ul>
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>• English- Reading informational materials/ writing about selected topics/research</li> <li>• Science- Describe the scientific method/ reliability. Validity</li> <li>• Social Studies- culture/ race/ society</li> </ul>
<p><b>21st Century Themes, Skills, and Standards:</b></p> <ul style="list-style-type: none"> <li>• (State 21st century themes here). Link <a href="http://www.state.nj.us/education/cccs/2014/career/">http://www.state.nj.us/education/cccs/2014/career/</a></li> <li>• Technology utilization in the form of research, Google classroom, EdPuzzle, etc.</li> <li>• 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.</li> </ul>

<b>Learning Targets</b>	
SOC.9-12.1	The sociological perspective and methods of inquiry
SOC.9-12.1	Students will identify sociology as a scientific field of inquiry
SOC.9-12.1.1-4	Scientific method, hypothesis, independent and dependent variables
SOC.9-12.1.2	Students will compare and contrast the sociological perspective and how it differs from other social sciences
SOC.9-12.1.2.1	Impact of social context on human behavior
SOC.9-12.1.2.2	Social construction of reality
SOC.9-12.1.2.3	Sociological imagination
SOC.9-12.1.3	Students will evaluate the strengths and weaknesses of the major methods of sociological research
SOC.9-12.1.3.1-5	Surveys and interviews, experiments, observations, content analysis, research ethics
SOC.9-12.1.4.1-3	Students will identify, differentiate among, and apply a variety of sociological theories (functionalist perspective, conflict theory, symbolic interaction)
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>• <b>What is the difference between culture and society?</b></li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Differentiate between culture and society</li> <li>• Explain material versus nonmaterial culture</li> <li>• Discuss the concept of cultural universalism as it relates to society</li> <li>• Compare and contrast ethnocentrism and xenocentrism</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>• The roles of both high culture and pop culture within society</li> <li>• The difference between subculture and counterculture</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>• Understand how values and beliefs differ from norms</li> <li>• Explain the significance of symbols and language to a culture</li> <li>• Explain the Sapir-Whorf hypothesis</li> </ul>



<ul style="list-style-type: none"> <li>• The role of innovation, invention, and discovery in culture</li> <li>• The role of cultural lag and globalization in cultural change</li> <li>• The major theoretical approaches to cultural interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the role of social control within culture</li> </ul>
---	---

<b>Lower Cape May Regional School District Sociology Curriculum Unit 4 Overview</b>	
<b>Content Area: Sociology</b>	
<b>Unit Title: Society and Social Interaction</b>	
<b>Target Course/Grade Level: 9-12</b>	
<b>Unit Summary:</b> Students will be able to describe the difference between preindustrial, industrial, and postindustrial societies	
<b>Interdisciplinary Connections:</b> <ul style="list-style-type: none"> <li>• English- Reading informational materials/ writing about selected topics/research</li> <li>• Science- Describe the scientific method/ reliability. Validity</li> <li>• Social Studies- culture/ race/ society</li> </ul>	
<b>21st Century Themes, Skills, and Standards:</b> <ul style="list-style-type: none"> <li>• (State 21st century themes here). Link <a href="http://www.state.nj.us/education/cccs/2014/career/">http://www.state.nj.us/education/cccs/2014/career/</a></li> <li>• Technology utilization in the form of research, Google classroom, EdPuzzle, etc.</li> <li>• 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.</li> </ul>	
<b>Learning Targets</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>
SOC.9-12.1	The sociological perspective and methods of inquiry

Lower Cape May Regional School District

SOC.9-12.1	Students will identify sociology as a scientific field of inquiry
SOC.9-12.1.1-4	Scientific method, hypothesis, independent and dependent variables
SOC.9-12.1.2	Students will compare and contrast the sociological perspective and how it differs from other social sciences
SOC.9-12.1.2.1	Impact of social context on human behavior
SOC.9-12.1.2.2	Social construction of reality
SOC.9-12.1.2.3	Sociological imagination
SOC.9-12.1.3	Students will evaluate the strengths and weaknesses of the major methods of sociological research
SOC.9-12.1.3.1-5	Surveys and interviews, experiments, observations, content analysis, research ethics
SOC.9-12.1.4.1-3	Students will identify, differentiate among, and apply a variety of sociological theories (functionalist perspective, conflict theory, symbolic interaction)
SOC.9-12.2	Social Structure: culture, institutions, and society
SOC.9-12.2.1-3	Students will describe the components of culture (nonmaterial culture-including norms and values-,material culture, subculture)
<b>Unit Enduring Questions:</b> <ul style="list-style-type: none"> <li>• <b>What is the difference between preindustrial, industrial, and postindustrial societies?</b></li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Describe the difference between preindustrial, industrial, and postindustrial societies</li> <li>• Understand the role of environment on preindustrial societies</li> <li>• Understand how technology impacts societal development</li> </ul>
<b>Unit Objectives:</b> <i>Students will know....</i> <ul style="list-style-type: none"> <li>• The sociological concept of reality as a social construct</li> </ul>	<b>Unit Objectives:</b> <i>Students will be able to.....</i> <ul style="list-style-type: none"> <li>• Describe Durkheim’s functionalist view of society</li> </ul>

<ul style="list-style-type: none"> <li>• Roles and describe their places in people’s daily interactions</li> <li>• How individuals present themselves and perceive themselves in a social context</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the conflict theorist view of society</li> <li>• Explain Marx’s concepts of class and alienation</li> <li>• Identify how symbolic interactionists understand society</li> </ul>
--	---

**Lower Cape May Regional School District Sociology Curriculum  
Unit 5 Overview**

**Content Area: Sociology**

**Unit Title: Socialization**

**Target Course/Grade Level: 9-12**

**Unit Summary: Students will learn the difference between psychological and sociological theories of self-development**

**Interdisciplinary Connections:**

- English- Reading informational materials/ writing about selected topics/research
- Science- Describe the scientific method/ reliability. Validity
- Social Studies- culture/ race/ society

**21st Century Themes, Skills, and Standards:**

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of research, Google classroom, EdPuzzle, etc.
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

**Learning Targets**

<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>
SOC.9-12.1	The sociological perspective and methods of inquiry

Lower Cape May Regional School District

SOC.9-12.1	Students will identify sociology as a scientific field of inquiry
SOC.9-12.1.1-4	Scientific method, hypothesis, independent and dependent variables
SOC.9-12.1.2	Students will compare and contrast the sociological perspective and how it differs from other social sciences
SOC.9-12.1.2.1	Impact of social context on human behavior
SOC.9-12.1.2.2	Social construction of reality
SOC.9-12.1.2.3	Sociological imagination
SOC.9-12.1.3	Students will evaluate the strengths and weaknesses of the major methods of sociological research
SOC.9-12.1.3.1-5	Surveys and interviews, experiments, observations, content analysis, research ethics
SOC.9-12.1.4.1-3	Students will identify, differentiate among, and apply a variety of sociological theories (functionalist perspective, conflict theory, symbolic interaction)
SOC.9-12.2	Social Structure: culture, institutions, and society
SOC.9-12.2.1-3	Students will describe the components of culture (nonmaterial culture-including norms and values-,material culture, subculture)
<b>Unit Enduring Questions:</b> <ul style="list-style-type: none"> <li>• <b>What is the difference between psychological and sociological theories of self-development?</b></li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Understand the difference between psychological and sociological theories of self-development</li> <li>• Explain the process of moral development</li> <li>• Understand the importance of socialization both for individuals and society</li> </ul>
<b>Unit Objectives:</b> <i>Students will know....</i> <ul style="list-style-type: none"> <li>• How socialization occurs and recurs throughout life</li> <li>• How people are socialized into new roles at age-related transition points</li> </ul>	<b>Unit Objectives:</b> <i>Students will be able to.....</i> <ul style="list-style-type: none"> <li>• Explain the nature versus nurture debate Learn the roles of families and peer groups in socialization</li> </ul>

<ul style="list-style-type: none"> <li>• When and how resocialization occurs</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how we are socialized through formal institutions like schools, workplaces, and the government Learn the roles of families and peer groups in socialization</li> <li>• Understand how we are socialized through formal institutions like schools, workplaces, and the government</li> </ul>
---	---

<p align="center"><b>Lower Cape May Regional School District Sociology Curriculum Unit 6 Overview</b></p>	
<p><b>Content Area: Sociology</b></p>	
<p><b>Unit Title: Groups and Organizations</b></p>	
<p><b>Target Course/Grade Level: 9-12</b></p>	
<p><b>Unit Summary:</b> Students will discuss primary and secondary groups, group dynamics, and conformity.</p>	
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>• English- Reading informational materials/ writing about selected topics/research</li> <li>• Science- Describe the scientific method/ reliability. Validity</li> <li>• Social Studies- culture/ race/ society</li> </ul>	
<p><b>21st Century Themes, Skills, and Standards:</b></p> <ul style="list-style-type: none"> <li>• (State 21st century themes here). Link <a href="http://www.state.nj.us/education/cccs/2014/career/">http://www.state.nj.us/education/cccs/2014/career/</a></li> <li>• Technology utilization in the form of research, Google classroom, EdPuzzle, etc.</li> <li>• 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.</li> </ul>	
<p align="center"><b>Learning Targets</b></p>	
<p><b>CPI #</b></p>	<p><b>Cumulative Progress Indicators (CPI) for Unit</b></p>
<p>SOC.9-12.1</p>	<p>The sociological perspective and methods of inquiry</p>

Lower Cape May Regional School District

SOC.9-12.1	Students will identify sociology as a scientific field of inquiry
SOC.9-12.1.1-4	Scientific method, hypothesis, independent and dependent variables
SOC.9-12.1.2	Students will compare and contrast the sociological perspective and how it differs from other social sciences
SOC.9-12.1.2.1	Impact of social context on human behavior
SOC.9-12.1.2.2	Social construction of reality
SOC.9-12.1.2.3	Sociological imagination
SOC.9-12.1.3	Students will evaluate the strengths and weaknesses of the major methods of sociological research
SOC.9-12.1.3.1-5	Surveys and interviews, experiments, observations, content analysis, research ethics
SOC.9-12.1.4.1-3	Students will identify, differentiate among, and apply a variety of sociological theories (functionalist perspective, conflict theory, symbolic interaction)
SOC.9-12.2	Social Structure: culture, institutions, and society
SOC.9-12.2.1-3	Students will describe the components of culture (nonmaterial culture-including norms and values-,material culture, subculture)
<b>Unit Enduring Questions:</b> <ul style="list-style-type: none"> <li>• What types of sociological groups exist?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Understand primary and secondary groups as the two sociological groups</li> <li>• Recognize in-groups and out-groups as subtypes of primary and secondary groups</li> <li>• Define reference groups</li> </ul>
<b>Unit Objectives:</b> <i>Students will know....</i> <ul style="list-style-type: none"> <li>• How size influences group dynamics</li> <li>• Different styles of leadership</li> </ul>	<b>Unit Objectives:</b> <i>Students will be able to.....</i> <ul style="list-style-type: none"> <li>• Understand the different types of formal organizations</li> <li>• Recognize the characteristics of bureaucracies</li> </ul>

<ul style="list-style-type: none"> <li>• How conformity is impacted by groups</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the concepts of the McJob and the McDonaldization of society</li> </ul>
--	---

**Lower Cape May Regional School District Sociology Curriculum  
Unit 7 Overview**

**Content Area: Sociology**

**Unit Title: Deviance, Crime, and Social Control**

**Target Course/Grade Level: 9-12**

**Unit Summary:**  
Students will explain the nature of deviant behavior and differentiate between methods of social control.

**Interdisciplinary Connections:**

- English- Reading informational materials/ writing about selected topics/research
- Science- Describe the scientific method/ reliability. Validity
- Social Studies- culture/ race/ society

**21st Century Themes, Skills, and Standards:**

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of research, Google classroom, EdPuzzle, etc.
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
SOC.9-12.1	The sociological perspective and methods of inquiry
SOC.9-12.1	Students will identify sociology as a scientific field of inquiry
SOC.9-12.1.1-4	Scientific method, hypothesis, independent and dependent variables

Lower Cape May Regional School District

SOC.9-12.1.2	Students will compare and contrast the sociological perspective and how it differs from other social sciences
SOC.9-12.1.2.1	Impact of social context on human behavior
SOC.9-12.1.2.2	Social construction of reality
SOC.9-12.1.2.3	Sociological imagination
SOC.9-12.1.3	Students will evaluate the strengths and weaknesses of the major methods of sociological research
SOC.9-12.1.3.1-5	Surveys and interviews, experiments, observations, content analysis, research ethics
SOC.9-12.1.4.1-3	Students will identify, differentiate among, and apply a variety of sociological theories (functionalist perspective, conflict theory, symbolic interaction)
SOC.9-12.2	Social Structure: culture, institutions, and society
SOC.9-12.2.1-3	Students will describe the components of culture (nonmaterial culture-including norms and values-,material culture, subculture)
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>• <b>What is deviant behavior and what are methods of social control?</b></li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Define deviance, and explain the nature of deviant behavior</li> <li>• Differentiate between methods of social control</li> <li>• Describe the functionalist view of deviance in society through four sociologist’s theories</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>• How to Evaluate U.S. crime statistics</li> <li>• How to Understand the three branches of the U.S. criminal justice system</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>• Explain how conflict theory understands deviance and crime in society</li> <li>• Describe the symbolic interactionist approach to deviance, including labeling and other theories</li> <li>• Identify and differentiate between different types of crimes</li> </ul>



**Lower Cape May Regional School District Sociology Curriculum  
Unit 9 Overview**

**Content Area: Sociology**

**Unit Title: Social Stratification in the United States**

**Target Course/Grade Level: 9-12**

**Unit Summary:**

Students will be able to differentiate between open and closed stratification systems

**Interdisciplinary Connections:**

- English- Reading informational materials/ writing about selected topics/research
- Science- Describe the scientific method/ reliability. Validity
- Social Studies- culture/ race/ society

**21st Century Themes, Skills, and Standards:**

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of research, Google classroom, EdPuzzle, etc.
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

**Learning Targets**

<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>
SOC.9-12.1	The sociological perspective and methods of inquiry
SOC.9-12.1	Students will identify sociology as a scientific field of inquiry
SOC.9-12.1.1-4	Scientific method, hypothesis, independent and dependent variables
SOC.9-12.1.2	Students will compare and contrast the sociological perspective and how it differs from other social sciences
SOC.9-12.1.2.1	Impact of social context on human behavior

SOC.9-12.1.2.2	Social construction of reality				
SOC.9-12.1.2.3	Sociological imagination				
SOC.9-12.1.3	Students will evaluate the strengths and weaknesses of the major methods of sociological research				
SOC.9-12.1.3.1-5	Surveys and interviews, experiments, observations, content analysis, research ethics				
SOC.9-12.1.4.1-3	Students will identify, differentiate among, and apply a variety of sociological theories (functionalist perspective, conflict theory, symbolic interaction)				
SOC.9-12.2	Social Structure: culture, institutions, and society				
SOC.9-12.2.1-3	Students will describe the components of culture (nonmaterial culture-including norms and values-,material culture, subculture)				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● <b>What is global/social stratification?</b></li> </ul> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Differentiate between open and closed stratification systems</li> <li>● Distinguish between caste and class systems</li> <li>● Understand meritocracy as an ideal system of stratification</li> </ul> </td> </tr> <tr> <td style="vertical-align: top; padding: 5px;"> <p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● Define global stratification</li> <li>● Describe different sociological models for understanding global stratification</li> <li>● Understand how studies of global stratification identify worldwide inequalities</li> <li>● Understand and apply functionalist, conflict theory, and interactionist perspectives on social stratification</li> </ul> </td> <td style="vertical-align: top; padding: 5px;"> <p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Understand the U.S. class structure</li> <li>● Describe several types of social mobility</li> <li>● Recognize characteristics that define and identify class</li> </ul> </td> </tr> </table>		<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● <b>What is global/social stratification?</b></li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Differentiate between open and closed stratification systems</li> <li>● Distinguish between caste and class systems</li> <li>● Understand meritocracy as an ideal system of stratification</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● Define global stratification</li> <li>● Describe different sociological models for understanding global stratification</li> <li>● Understand how studies of global stratification identify worldwide inequalities</li> <li>● Understand and apply functionalist, conflict theory, and interactionist perspectives on social stratification</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Understand the U.S. class structure</li> <li>● Describe several types of social mobility</li> <li>● Recognize characteristics that define and identify class</li> </ul>
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● <b>What is global/social stratification?</b></li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Differentiate between open and closed stratification systems</li> <li>● Distinguish between caste and class systems</li> <li>● Understand meritocracy as an ideal system of stratification</li> </ul>				
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● Define global stratification</li> <li>● Describe different sociological models for understanding global stratification</li> <li>● Understand how studies of global stratification identify worldwide inequalities</li> <li>● Understand and apply functionalist, conflict theory, and interactionist perspectives on social stratification</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Understand the U.S. class structure</li> <li>● Describe several types of social mobility</li> <li>● Recognize characteristics that define and identify class</li> </ul>				

**Lower Cape May Regional School District Sociology Curriculum  
Unit 10 Overview**

**Content Area: Sociology**

**Unit Title: Global Inequality**

**Target Course/Grade Level: 9-12**

**Unit Summary: Students will describe global stratification and understand how classification systems developed.**

**Interdisciplinary Connections:**

- English- Reading informational materials/ writing about selected topics/research
- Science- Describe the scientific method/ reliability. Validity
- Social Studies- culture/ race/ society

**21st Century Themes, Skills, and Standards:**

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of research, Google classroom, EdPuzzle, etc.
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

**Learning Targets**

<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>
SOC.9-12.1	The sociological perspective and methods of inquiry
SOC.9-12.1	Students will identify sociology as a scientific field of inquiry
SOC.9-12.1.1-4	Scientific method, hypothesis, independent and dependent variables
SOC.9-12.1.2	Students will compare and contrast the sociological perspective and how it differs from other social sciences
SOC.9-12.1.2.1	Impact of social context on human behavior

Lower Cape May Regional School District

SOC.9-12.1.2.2	Social construction of reality
SOC.9-12.1.2.3	Sociological imagination
SOC.9-12.1.3	Students will evaluate the strengths and weaknesses of the major methods of sociological research
SOC.9-12.1.3.1-5	Surveys and interviews, experiments, observations, content analysis, research ethics
SOC.9-12.1.4.1-3	Students will identify, differentiate among, and apply a variety of sociological theories (functionalist perspective, conflict theory, symbolic interaction)
SOC.9-12.2	Social Structure: culture, institutions, and society
SOC.9-12.2.1-3	Students will describe the components of culture (nonmaterial culture-including norms and values-,material culture, subculture)
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>• What</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Describe global stratification</li> <li>• Understand how different classification systems have developed</li> <li>• Use terminology from Wallerstein's world systems approach</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>• The cyclical impact of the consequences of poverty</li> <li>• The modernization and dependency theory perspectives on global stratification</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>• Explain the World Bank's classification of economies</li> <li>• Understand the differences between relative, absolute, and subjective poverty</li> <li>• Describe the economic situation of some of the world's most impoverished areas</li> </ul>

**Lower Cape May Regional School District Sociology Curriculum  
Unit 11 Overview**

**Content Area: Sociology**

**Unit Title: Race and Ethnicity**

**Target Course/Grade Level: 9-12**

**Unit Summary: Students will understand the difference between race and ethnicity, be able to identify different types of discrimination, and apply theories of intergroup relations, race, and ethnicity to different subordinate groups.**

**Interdisciplinary Connections:**

- English- Reading informational materials/ writing about selected topics/research
- Science- Describe the scientific method/ reliability. Validity
- Social Studies- culture/ race/ society

**21st Century Themes, Skills, and Standards:**

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of research, Google classroom, EdPuzzle, etc.
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

**Learning Targets**

<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>
SOC.9-12.1	The sociological perspective and methods of inquiry
SOC.9-12.1	Students will identify sociology as a scientific field of inquiry
SOC.9-12.1.1-4	Scientific method, hypothesis, independent and dependent variables
SOC.9-12.1.2	Students will compare and contrast the sociological perspective and how it differs from other social sciences

SOC.9-12.1.2.1	Impact of social context on human behavior
SOC.9-12.1.2.2	Social construction of reality
SOC.9-12.1.2.3	Sociological imagination
SOC.9-12.1.3	Students will evaluate the strengths and weaknesses of the major methods of sociological research
SOC.9-12.1.3.1-5	Surveys and interviews, experiments, observations, content analysis, research ethics
SOC.9-12.1.4.1-3	Students will identify, differentiate among, and apply a variety of sociological theories (functionalist perspective, conflict theory, symbolic interaction)
SOC.9-12.2	Social Structure: culture, institutions, and society
SOC.9-12.2.1-3	Students will describe the components of culture (nonmaterial culture-including norms and values-,material culture, subculture)
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>• <b>What</b></li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Understand the difference between race and ethnicity</li> <li>• Define a majority group (dominant group)</li> <li>• Define a minority group (subordinate group)</li> <li>• Explain the difference between stereotypes, prejudice, discrimination, and racism</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>• Historical and/or contemporary examples of each type of intergroup relation             <ul style="list-style-type: none"> <li>• How to compare and contrast the different experiences of various ethnic groups in the United States</li> <li>• How to apply theories of intergroup relations, race, and ethnicity to different subordinate groups</li> </ul> </li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>• Identify different types of discrimination</li> <li>• View racial tension through a sociological lens</li> <li>• Describe how major sociological perspectives view race and ethnicity</li> <li>• Identify examples of culture of prejudice</li> <li>• Explain different intergroup relations in terms of their relative levels of tolerance</li> </ul>

**Lower Cape May Regional School District Sociology Curriculum  
Unit 12 Overview**

**Content Area: Sociology**

**Unit Title: Gender, Sex, and Sexuality**

**Target Course/Grade Level: 9-12**

**Unit Summary: Students will be able to define and differentiate between sex and gender**

**Interdisciplinary Connections:**

- English- Reading informational materials/ writing about selected topics/research
- Science- Describe the scientific method/ reliability. Validity
- Social Studies- culture/ race/ society

**21st Century Themes, Skills, and Standards:**

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of research, Google classroom, EdPuzzle, etc.
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

**Learning Targets**

<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>
SOC.9-12.1	The sociological perspective and methods of inquiry
SOC.9-12.1	Students will identify sociology as a scientific field of inquiry
SOC.9-12.1.1-4	Scientific method, hypothesis, independent and dependent variables
SOC.9-12.1.2	Students will compare and contrast the sociological perspective and how it differs from other social sciences
SOC.9-12.1.2.1	Impact of social context on human behavior

SOC.9-12.1.2.2	Social construction of reality
SOC.9-12.1.2.3	Sociological imagination
SOC.9-12.1.3	Students will evaluate the strengths and weaknesses of the major methods of sociological research
SOC.9-12.1.3.1-5	Surveys and interviews, experiments, observations, content analysis, research ethics
SOC.9-12.1.4.1-3	Students will identify, differentiate among, and apply a variety of sociological theories (functionalist perspective, conflict theory, symbolic interaction)
SOC.9-12.2	Social Structure: culture, institutions, and society
SOC.9-12.2.1-3	Students will describe the components of culture (nonmaterial culture-including norms and values-,material culture, subculture)
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● <b>What is meant by gender identity?</b></li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Define and differentiate between sex and gender</li> <li>● Define and discuss what is meant by gender identity</li> <li>● Understand and discuss the role of homophobia and heterosexism in society</li> <li>● Distinguish the meanings of transgender, transsexual, and homosexual identities</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● How to understand different attitudes associated with sex and sexuality             <ul style="list-style-type: none"> <li>● How to define sexual inequality in various societies</li> <li>● How to discuss theoretical perspectives on sex and sexuality</li> </ul> </li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Explain the influence of socialization on gender roles in the United States</li> <li>● Understand the stratification of gender in major American institutions</li> <li>● Describe gender from the view of each sociological perspective</li> </ul>



**Lower Cape May Regional School District Sociology Curriculum  
Unit 20 Overview**

**Content Area: Sociology**

**Unit Title: Population, urbanization, and the Environment**

**Target Course/Grade Level: 9-12**

**Unit Summary:**

Students will learn about demographic measurements like fertility and mortality rates

**Interdisciplinary Connections:**

- English- Reading informational materials/ writing about selected topics/research
- Science- Describe the scientific method/ reliability. Validity
- Social Studies- culture/ race/ society

**21st Century Themes, Skills, and Standards:**

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of research, Google classroom, EdPuzzle, etc.
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

**Learning Targets**

<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>
SOC.9-12.1	The sociological perspective and methods of inquiry
SOC.9-12.1	Students will identify sociology as a scientific field of inquiry
SOC.9-12.1.1-4	Scientific method, hypothesis, independent and dependent variables
SOC.9-12.1.2	Students will compare and contrast the sociological perspective and how it differs from other social sciences
SOC.9-12.1.2.1	Impact of social context on human behavior

SOC.9-12.1.2.2	Social construction of reality
SOC.9-12.1.2.3	Sociological imagination
SOC.9-12.1.3	Students will evaluate the strengths and weaknesses of the major methods of sociological research
SOC.9-12.1.3.1-5	Surveys and interviews, experiments, observations, content analysis, research ethics
SOC.9-12.1.4.1-3	Students will identify, differentiate among, and apply a variety of sociological theories (functionalist perspective, conflict theory, symbolic interaction)
SOC.9-12.2	Social Structure: culture, institutions, and society
SOC.9-12.2.1-3	Students will describe the components of culture (nonmaterial culture-including norms and values-,material culture, subculture)
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>• <b>What are demographic measurements and what trends are presented?</b></li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Understand demographic measurements like fertility and mortality rates</li> <li>• Describe a variety of demographic theories, such as Malthusian, cornucopian, zero population growth, and demographic transition theories</li> <li>• Be familiar with current population trends and patterns</li> <li>• Understand the difference between an internally displaced person, an asylum-seeker, and a refugee</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>• How to apply the concept of carrying capacity to environmental concerns             <ul style="list-style-type: none"> <li>• How to understand the challenges presented by pollution, garbage, e-waste, and toxic hazards</li> <li>• How to discuss real-world instances of environmental racism</li> </ul> </li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>• Describe the process of urbanization in the United States and the growth of urban populations worldwide</li> <li>• Understand the function of suburbs, exurbs, and concentric zones</li> <li>• Discuss urbanization from various sociological perspectives</li> <li>• Describe climate change and its importance</li> </ul>

**Lower Cape May Regional School District Sociology Curriculum  
Unit 21 Overview**

**Content Area: Sociology**

**Unit Title: Social Movements and Social Change**

**Target Course/Grade Level: 9-12**

**Unit Summary: Describe different forms of collective behaviors and differentiate between types of crowds**

**Interdisciplinary Connections:**

- English- Reading informational materials/ writing about selected topics/research
- Science- Describe the scientific method/ reliability. Validity
- Social Studies- culture/ race/ society

**21st Century Themes, Skills, and Standards:**

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of research, Google classroom, EdPuzzle, etc.
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

**Learning Targets**

<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>
SOC.9-12.1	The sociological perspective and methods of inquiry
SOC.9-12.1	Students will identify sociology as a scientific field of inquiry
SOC.9-12.1.1-4	Scientific method, hypothesis, independent and dependent variables
SOC.9-12.1.2	Students will compare and contrast the sociological perspective and how it differs from other social sciences
SOC.9-12.1.2.1	Impact of social context on human behavior

SOC.9-12.1.2.2	Social construction of reality
SOC.9-12.1.2.3	Sociological imagination
SOC.9-12.1.3	Students will evaluate the strengths and weaknesses of the major methods of sociological research
SOC.9-12.1.3.1-5	Surveys and interviews, experiments, observations, content analysis, research ethics
SOC.9-12.1.4.1-3	Students will identify, differentiate among, and apply a variety of sociological theories (functionalist perspective, conflict theory, symbolic interaction)
SOC.9-12.2	Social Structure: culture, institutions, and society
SOC.9-12.2.1-3	Students will describe the components of culture (nonmaterial culture-including norms and values-,material culture, subculture)
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● <b>What are different forms of collective behaviors?</b></li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Describe different forms of collective behavior</li> <li>● Differentiate between types of crowds</li> <li>● Discuss emergent norm, value-added, and assembling perspective analyses of collective behavior</li> <li>● Demonstrate awareness of social movements on a state, national, and global level</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● Explain how technology, social institutions, population, and the environment can bring about social change</li> <li>● Discuss the importance of modernization in relation to social change</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Distinguish between different types of social movements</li> <li>● Identify stages of social movements</li> <li>● Discuss theoretical perspectives on social movements, like resource mobilization, framing, and new social movement theory</li> </ul>

**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum  
Evidence of Learning**

**Specific Formative Assessments Utilized in Daily Lessons:**

- Class discussions/Participation (10%)
- small group discussion
- written assignments
- projects
- journals

**Summative Assessment Utilized throughout Units:**

- Chapter Tests (30%)
- Quizzes
- Research Paper
- Final Exam (20%)

**Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:**

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Teacher Notes:**

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change." The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:  
[Life and Career Standards](#)
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:

**Project-based Learning Tasks:**

**Library Research Project (20%)**

Students will conduct library research, and will critique a recent scientific study related to an assigned topic. Methods of research and guidelines for brief paper using APA format will be provided.

**Reaction Paper (20%)**

Students will provide a written or oral reaction to a social phenomenon depicted in print or visual media, and presented by the instructor. Guidelines for incorporation of sociological concepts will be provided.

**Vocabulary:**

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

**The Research Process:**

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.

**Technology:**

- Students must engage in technology applications integrated throughout the curriculum.

**Resources:**

- Ancillary resources and materials used to deliver instruction are included below:

Open Educational Resource (OER). It is free of charge, and can be accessed at this site:

<https://openstax.org/details/books/introduction-sociology-2e>

**Differentiation Strategies**

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or

readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

**Low Prep Strategies (add to list as needed)**

<b>Varied journal prompts, spelling or vocabulary lists</b>	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
<b>Anchor activities</b>	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
<b>Choices of books</b>	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
<b>Choices of review activities</b>	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
<b>Homework options</b>	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
<b>Student-teacher goal setting</b>	The teacher and student work together to develop individual learning goals for the student.
<b>Flexible grouping</b>	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
<b>Varied computer programs</b>	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
<b>Multiple Intelligence or Learning Style options</b>	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
<b>Varying scaffolding of same organizer</b>	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.

<b>Think-Pair-Share by readiness, interest, and/or learning profile</b>	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
<b>Mini workshops to re-teach or extend skills</b>	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
<b>Orbitals</b>	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
<b>Games to practice mastery of information and skill</b>	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
<b>Multiple levels of questions</b>	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)
<b>High Prep Strategies (add to list as needed)</b>	
<b>Cubing</b>	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
<b>Tiered assignment/ product</b>	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.
<b>Independent studies</b>	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
<b>4MAT</b>	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and



	some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
<b>Jigsaw</b>	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
<b>Multiple texts</b>	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
<b>Alternative assessments</b>	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
<b>Modified Assessments</b>	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
<b>Learning contracts or Personal Agendas</b>	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
<b>Compacting</b>	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
<b>Literature circles</b>	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
<b>Learning Centers</b>	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers

	to build the most pressing skills.
<b>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”</b>	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
<b>Curriculum development Resources/Instructional Materials:</b>	
<ul style="list-style-type: none"><li>● Open Educational Resource and BOE approved text</li><li>●</li></ul>	
<b>Board of Education Approved Text(s)</b>	
<ul style="list-style-type: none"><li>● Sociology Text (BOE approved)</li></ul>	

