

**Winslow Township School District**  
**Sociology (CP)**  
**Unit 1**

## UNIT 1: Introduction to Sociology

**Overview:** This unit introduces students to sociology as one of the social sciences. It helps students to recognize the relevance of this field of study. Since it is typically one of the first academic electives that students encounter, it introduces the concept of jargon—terms that are specific to a particular field of study—and similarities and differences between related fields of study.

| Overview   | Performance Expectations   | Unit Focus  | Essential Questions  |
|--|--|---|--|
| <p><a href="#"><u>Unit 1</u></a></p> <p><i>Introduction to Sociology</i></p> | <ul style="list-style-type: none"> <li>• 6.1.12.EconEM.5.a</li> <li>• 6.1.12.GeoHE.5.a</li> <li>• 6.1.12.EconEM.5.a</li> <li>• 6.1.12.EconEM.10.a</li> <li>• 6.3.12.CivicsPD.1</li> <li>• 6.3.12.CivicsHR.1</li> <li>• 6.3.12.GeoGI.1</li> <li>• 6.3.12.EconGE.1</li> <li>• 6.3.12.HistorySE.1</li> <li>• 6.3.12.HistoryCA.12</li> </ul>                                       | <ul style="list-style-type: none"> <li>• define sociology and other terms relevant to the unit</li> <li>• Explain the origins of sociology as a field of scientific study through a close reading and analysis of documents from the time period.</li> <li>• Assess the importance of the sociological perspective to the individual within society.</li> <li>• distinguish sociology from other social sciences</li> <li>• outline the contributions of the major pioneers of sociology</li> <li>• identify the three major theoretical perspectives</li> <li>• apply each of the sociological perspectives to situations in the world today</li> <li>• explain how culture and heredity affect social behavior;</li> <li>• describe how language and culture are related;</li> <li>• name the essential components of culture</li> <li>• culture, and social structure</li> </ul> | <ul style="list-style-type: none"> <li>• What is sociology?</li> <li>• Why should we study sociology and what does it teach us?</li> <li>• How can society be viewed through various theoretical perspectives?</li> <li>• Who are the major contributors to the development of sociology?</li> </ul> |
| <p><i>Unit 1: Enduring Understandings</i></p>                                | <ul style="list-style-type: none"> <li>• The sociological perspective stresses that people’s social experiences underlie their behavior, and allows the individual to shift from a singular or personal perspective to a broader social context.</li> <li>• Sociology is the study of groups: How they are made, how they interact and how they affect individuals.</li> </ul> |   |  |

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|  | <ul style="list-style-type: none"><li>• The five fathers of sociology provided the structure and philosophy of current sociologists.</li><li>• The three theoretical perspectives are functionalism, conflict, and symbolic interactionism.</li><li>• Sociology utilizes the same scientific method as all other sciences.</li></ul> |  |
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| Curriculum Unit 1                               | Performance Expectations |   | Pacing |           |
|---|--------------------------|---|--------|-----------|
|   |                          |   | Days   | Unit Days |
| <b>Unit 1: <i>Introduction to Sociology</i></b> | 6.1.12.EconEM.10.a       | Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.  | 2      | 22        |
|   | 6.1.12.GeoHE.5.a         | Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.  | 2      |           |
|   | 6.1.12.EconEM.5.a        | Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.                                 | 2      |           |
|   | 6.1.12.EconEM.10.a       | Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.  | 2      |           |
|   | 6.3.12.CivicsPD.1        | Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.  | 2      |           |
|   | 6.3.12.CivicsHR.1        | Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.   | 2      |           |
|   | 6.3.12.GeoGI.1           | Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. | 2      |           |
|   | 6.3.12.EconGE.1          | Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources   | 2      |           |

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|  |   | about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.   |   |  |
|  | 6.3.12.HistorySE.1                        | Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, and religion in schools). | 2 |  |
|  | 6.3.12.HistoryCA.12                       | Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.   | 2 |  |
|  | <b>Assessment, Re-teach and Extension</b> |   | 2 |  |

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| <b>Unit 1</b>   |   |
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| <b>Core Ideas</b>   | <b>Performance Expectations</b>   |
| Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.                     | 6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.   |
| Human settlement activities impact the environmental and cultural characteristics of specific places and regions.   | 6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.  |
| The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange.  | 6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.                              |
| Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.                     | 6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.  |
| Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.   | 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.   |
| Governments around the world support universal human rights to varying degrees.   | 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.  |
| Global interconnections create complex spatial patterns at multiple scales that continue to change over time.   | 6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. |
| Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. | 6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.                              |

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| Historical sources and evidence provide an understanding of different points of view about historical events.                     | 6.3.12.HistorySE.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools). |
| Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. | 6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.  |

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| Unit 1 Grade   |   |
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| Assessment Plan  |   |
| <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Question and Answer</li> <li>• Social Studies Similarities and Differences Chart</li> <li>• Timeline completion and success (Development of Sociology and Sociologists)</li> <li>• Graphic Organizer analysis and discussion</li> <li>• Unit 1 Assessment Test</li> </ul>   | <p>Alternative Assessments:</p> <ul style="list-style-type: none"> <li>• Read and Examine following Primary Sources: The Sociological Imagination (C. Wright Mills)</li> <li>• Write an essay comparing the 3 sociological perspectives</li> <li>• Write an essay explaining the development and history of sociology as a field of study.</li> </ul> |
| Resources  | Activities  |
| <ul style="list-style-type: none"> <li>• <a href="#">Ed: Your Friend in Learning</a></li> <li>• HMH Assessment Workbook</li> <li>• NJ Amistad Commission Interactive Curriculum</li> <li>• NJ Commission on Holocaust Education</li> <li>• <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></li> <li>• McGraw-Hill—Sociology &amp; You</li> <li>• Holt, Rinehart and Winston—Sociology: The Study of Human Relationships</li> <li>• TED Talks</li> <li>• <a href="https://www.nj.gov/education/holocaust/curriculum/NorthAmericanGenocide.pdf">https://www.nj.gov/education/holocaust/curriculum/NorthAmericanGenocide.pdf</a></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Survival Winslow</i></li> <li>• Sociologist Presentations</li> <li>• Note-taking</li> <li>• Cross-Cultural Perspectives</li> <li>• Understanding Sociological Ideas</li> <li>• Developing Research Skills</li> <li>• Unit 1 Assessment Test</li> </ul>  |
| Instructional Best Practices and Exemplars   |   |
| <ol style="list-style-type: none"> <li>1. Identifying similarities and differences</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Nonlinguistic representations</li> </ol>   | <ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and advance organizers</li> <li>10. Manage response rates</li> </ol>  |

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**9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills**

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem
- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>



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**Modifications for Special Education/504**

**Students with special needs:** The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

**Presentation accommodations:**  Listen to audio recordings instead of reading text  Learn content from audiobooks, movies, videos and digital media instead of reading print versions  Use alternate texts at lower readability level  Work with fewer items per page or line and/or materials in a larger print size  Use magnification device, screen reader, or Braille / Nemeth Code  Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)  Be given a written list of instructions  Record a lesson, instead of taking notes  Have another student share class notes with him  Be given an outline of a lesson  Be given a copy of teacher's lecture notes  Be given a study guide to assist in preparing for assessments  Use visual presentations of verbal material, such as word webs and visual organizers  Use manipulatives to teach or demonstrate concepts  Have curriculum materials translated into native language

**Response accommodations:**  Use sign language, a communication device, Braille, other technology, or native language other than English  Dictate answers to a scribe  Capture responses on an audio recorder  Use a spelling dictionary or electronic spell-checker  Use a word processor to type notes or give responses in class  Respond directly in the test booklet rather than on an answer sheet.

**Setting accommodations:**  Work or take a test in a different setting, such as a quiet room with few distractions  Sit where he learns best (for example, near the teacher, away from distractions)  Use special lighting or acoustics  Take a test in small group setting  Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)  Use noise buffers such as headphones, earphones, or earplugs

**Timing accommodations:**  Take more time to complete a task or a test  Have extra time to process oral information and directions  Take frequent breaks, such as after completing a task

**Scheduling accommodations:**  Take more time to complete a project  Take a test in several timed sessions or over several days  Take sections of a test in a different order  Take a test at a specific time of day

**Organization skills accommodations:**  Use an alarm to help with time management  Mark texts with a highlighter  Have help coordinating assignments in a book or planner

**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

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| English Language Learners   | Modifications for Gifted Students   |
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| <p>All WIDA Can Do Descriptors can be found at this link: <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading <input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>• Assist with organization</li> <li>• Use of computer</li> <li>• Emphasize/highlight key concepts</li> <li>• Teacher Modeling</li> <li>• Peer Modeling</li> <li>• Label Classroom Materials - Word Walls</li> </ul>  | <p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> <li>• Students can complete extended research outside of the classroom</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content</li> <li>• Project Based Learning</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> <li>• <a href="#">Gifted Programming Standards</a></li> <li>• <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></li> <li>• <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></li> </ul> |
| <b>Interdisciplinary Connections</b>  |   |
| <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>SL.9-10.4: Present information, findings and supporting evidence clearly, concisely and logically. The content, organization, development and style are appropriate to task, purpose and audience.</p> <p>NJSLSA.L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> |   |

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**Integration of Computer Science and Design Thinking NJSLS 8**

8.1.12.NI.2: Evaluate security measures to address various common security threats.

8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.