# UNIT 3: Socialization

**Overview:** This unit investigates individual development and growth through the life stages from a social intervention point of view. Just as culture influences society on a group level, it also influences on an individual basis. Students will investigate various theories of socialization.

| Overview | Performance Expectations | Unit Focus | Essential Questions |
|---|---|---|---|
| **Unit 3**<br><br>*Socialization* | • 6.1.12.HistoryCC.14.d<br>• 6.1.12.CivicsPD.16.a<br>• 6.1.12.EconNE.16.b<br>• 6.3.12.CivicsPD.1<br>• 6.3.12.CivicsHR.1<br>• 6.3.12.GeoGI.1<br>• 6.3.12.EconGE.1<br>• 6.3.12.HistorySE.1<br>• 6.3.12.HistoryCA.12 | • explain how culture and heredity affect social behavior and individual development;<br>• distinguish between life stages;<br>• investigate explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.<br>• outline the development of adolescence as a unique stage of development in America.<br>• evaluate the effects of various agents of socialization in individual lives.<br>• analyze the extent to which the development of females and males in society has changed from Frieze and Levinson's models. | • What factors influence an individual's development?<br>• What are the agents of socialization and how do they affect the individual?<br>• How are the different stages of life classified?<br>• What is adolescence?<br>• What differences are there in the development of female vs. male individuals? |
| *Unit 3: Enduring Understandings* | • Socialization is the cultural process of learning to participate in group life through cultural transmission.<br>• All three theoretical perspectives agree that socialization is needed if cultural and societal values are to be learned.<br>• The primary agents of socialization are family, school, peer groups, and the mass media.<br>• Socialization occurs at all life stages in different ways. | | |

| Curriculum Unit 3 | Performance Expectations | | Pacing | |
| --- | --- | --- | --- | --- |
| | | | Days | Unit Days |
| Unit 3: *Socialization* | 6.1.12.HistoryCC.14.d | Evaluate the role of religion on cultural and social norms, public opinion, and political decisions. | 3 | 22 |
| | 6.1.12.CivicsPD.16.a | Construct a claim to describe how media and technology has impacted civic participation and deliberation. | 3 | |
| | 6.1.12.EconNE.16.b | Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations. | 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 about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action. | 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 | |
| | 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., | 2 | |

| | | immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools). | | |
|---|---|---|---|---|
| | Assessment, Re-teach and Extension | | 2 | |

| Unit 3 | |
|---|---|
| **Core Ideas** | **Performance Expectations** |
| Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. | 6.1.12.HistoryCC.14.d: Evaluate the role of religion on cultural and social norms, public opinion, and political decisions. |
| Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles. | 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation. |
| Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. | 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations. |
| 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. |
| 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. |

| Unit 3 |
|---|
| **Assessment Plan** |

| | |
|---|---|
| <ul><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 3 Assessment Test</li></ul> | Alternative Assessments:<ul><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><li>Ed: Your Friend in Learning</li><li>HMH Assessment Workbook</li><li>NJ Amistad Commission Interactive Curriculum</li><li>NJ Commission on Holocaust Education</li><li>https://www.nj.gov/education/standards/dei/</li><li>McGraw-Hill—Sociology & You</li><li>Holt, Rinehart and Winston—Sociology: The Study of Human Relationships</li><li>TED Talks</li><li>https://www.nj.gov/education/holocaust/curriculum/NorthAmericanGenocide.pdf</li></ul> | <ul><li>*Survival Winslow*</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** | |
|---|---|
| 1. Identifying similarities and differences | 6. Cooperative learning |
| 2. Summarizing and note taking | 7. Setting objectives and providing feedback |
| 3. Reinforcing effort and providing recognition | 8. Generating and testing hypotheses |
| 4. Homework and practice | 9. Cues, questions, and advance organizers |
| 5. Nonlinguistic representations | 10. Manage response rates |

| 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<br>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations<br>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media<br>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<br>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.<br>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas<br>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice<br>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving<br>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.<br><br><br>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.<br>Additional opportunities to address 9.1, 9.2 & 9.4:<br>**Philadelphia Mint**<br>https://www.usmint.gov/learn/kids/resources/educational-standards<br>**Different ways to teach Financial Literacy.**<br>https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/ |

## 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.

| **English Language Learners** | **Modifications for Gifted Students** |
|---|---|
| All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors | Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic. |
| ☐ Grades 9-12 WIDA Can Do Descriptors: | • Students can complete extended research outside of the classroom |
| ☐ Listening ☐ Speaking | • Inquiry-based instruction |
| ☐ Reading ☐ Writing | • Independent study |
| ☐ Oral Language | • Higher order thinking skills |
| Students will be provided with accommodations and modifications that may include: | • Adjusting the pace of lessons |
| • Assist with organization | • Interest based content |
| • Use of computer | • Project Based Learning |
| • Emphasize/highlight key concepts | • Real world scenarios |
| • Teacher Modeling | • Student Driven Instruction |
| • Peer Modeling | • Gifted Programming Standards |
| • Label Classroom Materials - Word Walls | • Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy |
| | • REVISED Bloom's Taxonomy Action Verbs |

| Interdisciplinary Connections |
| --- |

- RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
- RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
- RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
    - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
    - B. B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
    - C. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    - D. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    - E. E. Provide a concluding paragraph or section that supports the argument presented.
- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts,

| 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.