

GRADE: 9-12 Subject: Sociology

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Duration: September

Essential Questions:

- How does sociology differ from psychology and biology?
- Why is sociology relevant?
- What does a sociologist study?
- What is the root cause of prejudice and racism?

What effects does racism have on society?

Enduring Understandings:

- Sociology
- Social Facts
- Socialization
- Culture
- Biological Differences
- Social Differences
- Intergroup Conflict
- Ethnocentrism
- Assimilation
- Dominant group
- Scapegoat theory
- Minority groups
- Amalgamation



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GRADE: 9-12 Subject: Sociology

- Accommodation
- Prejudice and Its Causes
- The Different Forms of Discrimination
- Analyze the psychological dimensions in prejudice
- Compare and contrast the social differences in people
- Evaluate the different stereotypes that exist in society
- Describe the characteristics of a culture
- Understand the similarities and differences in people
- Explain the effects of racism on a society

Find social facts

Relevant Standards:

6.1.12.D(.2A,E 3.A,B 5.D 13.A,B F 14.D-F) 6.2.12.D.4.J 6.3.12..C.1& D.1

Interdisciplinary Connections: ELA, Social Studies

Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize

Tier 3 Vocabulary:

Core Instructional Materials/Resources/Digital Tools:

Textbook, PowerPoint slides (student take notes from slides), and various collection of outside resources.

21st Century Themes and Skills:

(CRP Standards)

CRP1. Act as a responsible and contributing citizen and employee. **CRP2**. Apply appropriate academic and technical skills. Communicate clearly and effectively and with reason. **CRP5**. Consider the environmental, social and

economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid research



GRADE: 9-12	Subject: Sociology
	strategies. CRP8. Utilize critical thinking to make sense of problems
8.1 Educational Technology	
Assessments and Performance Tasl	ks:
Unit Tests	
Overheads	
Class DiscussionsVisual Aids	
	igned to address the appropriate levels of the students.
-Group work	ignod to dddrood the approphiate levele of the stadelite.
Croup work	



GRADE: 9-12 Subject: Sociology

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities		Students at Risk of School Failure
(content, process, product and learning environment) Extension Activities	Modifications for Classroom Modifications for Homework/Assignments	(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)	C	Modifications for Classroom Pair visual prompts with Perbal presentations
Conduct research and provide presentation of cultural topics.	Modified Assignments	Modifications for Classroom Pair visual prompts with verbal presentations	ir	ask students to restate information, directions, and assignments.
Design surveys to generate and analyze data to be used in discussion.	Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)	Ask students to restate information, directions, and assignments.	R	Repetition and and practice
Debate topics of interest / cultural importance.	Extended time for assignment completion as needed	Repetition and and practice		Model skills / techniques to be mastered.



Cliffside Park Public Schools

	Subjecti Sociology		
Authentic listening and	Highlight key vocabulary		
reading sources that provide			
data and support for speaking	Use graphic organizers	Model skills / techniques to be	Extended time to complete
and writing prompts.		mastered.	class work
Fundamentian of ant and/an			Provide copy of classnotes
Exploration of art and/or		Extended time to complete	1 Tovide dopy of diagoniolog
artists to understand society		class work	
and history.		sides Well	Preferential seating to be
			mutually determined by the
		Provide copy of classnotes	student and teacher
Implement RAFT Activities as			
they pertain to the types /			
modes of communication		Preferential seating to be	Student may request to use
(role, audience, format, topic).		mutually determined by the	a computer to complete
(*****, *********, *******, *******		student and teacher	assignments.
Anghar Activities		Student may request to use a	
Anchor Activities		computer to complete	Establish expectations for
		assignments.	correct spelling on
Use of Higher Level		assigninents.	assignments.
Questioning Techniques			
accounting roominguos		Establish expectations for	
		correct spelling on	Extra textbooks for home.
		assignments.	
Provide assessments at a		2.2.3.3	
L	•	•	



<u> </u>	Subject Sociology	
higher level of thinking	Extra textbooks for home.	Student may request books on tape / CD / digital media, as available and appropriate.
	Student may request books on tape / CD / digital media, as available and appropriate.	Assign a peer helper in the class setting
	Assign a peer helper in the class setting	Provide oral reminders and check student work during independent work time
	Provide oral reminders and check student work during independent work time	Assist student with long and short term planning of assignments
	Assist student with long and short term planning of assignments	Encourage student to proofread assignments and tests
	Encourage student to	



GRADE: 9-12	Subject: Sociology	
	proofread assignments and	Provide regular parent/
	tests	school communication
	Provide regular parent/ school communication	Teachers will check/sign student agenda daily
	Teachers will check/sign student agenda daily	Student requires use of other assistive technology device
	Student requires use of other	
	assistive technology device	Modifications for Homework and Assignments
	Modifications for Homework	Extended time to complete
	and Assignments	assignments.
	Extended time to complete	
	assignments.	
		Student requires more
		complex assignments to be
	Student requires more	broken up and explained in
	complex assignments to be	smaller units, with work to
	broken up and explained in	be submitted in phases.
	smaller units, with work to be	



GRADE: 9-12	Subject: Sociology	
	submitted in phases.	
	Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types /	Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication
	modes of communication (role, audience, format, topic).	(role, audience, format, topic).
	Modifications for Assessments Extended time on classroom tests and quizzes.	Modifications for Assessments Extended time on classroom tests and quizzes.
	Student may take/complete tests in an alternate setting as needed.	Student may take/complete tests in an alternate setting as needed.
	Restate, reread, and clarify directions/questions	Restate, reread, and clarify directions/questions



GRADE: 9-12	Subject: Sociology	
	Distribute study guide for	Distribute study guide for
	classroom tests.	classroom tests.
	Establish procedures for	Establish procedures for
	accommodations /	accommodations /
	modifications for	modifications for
	assessments.	assessments.



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GRADE: 9-12 Subject: Sociology

Unit Name: Unit Two

Duration: October

Essential Questions:

- What is the nature of culture?
- How do different cultures change the world views of people?
- What are the different types of communication?
- How is culture transmitted?

How are signs and symbols a form of communication?

Enduring Understandings:

- Archeologist
- Ethnologist
- Culture Trait
- Symbolic Communication
- Instinctive Communication
- Arbitrary Communication
- Cultural Clues
- Cultural Complexity
- Transmitting Culture
- Signs and Symbols
- Compare and contrast the work of archeologists and ethnologists
- Identify the meaning of cultural traits and objects
- Evaluate the different world views of a culture and how it influences the society at large
- Compare and contrast arbitrary communication with instinctive communication
- Understand the different types of gestures



Subject: Sociology GRADE: 9-12 • Identify various signs and symbols used in the world • Evaluate the cultural meaning of various types of clothing Explain how the values of a subculture often clash with the values of the dominant culture **Relevant Standards:** 6.1.12.B(1.A, 5B 6.A) D(.3.A,B,D, 5C) C(.12C,D) 6.2.12(.B.5.E)5.C D. **Interdisciplinary Connections: ELA, Social Studies** Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize Tier 3 Vocabulary: Core Instructional Materials/Resources/Digital Tools: Textbook-Sociology: Understanding Today-Prentice Hall, 1990, PowerPoint slides (student take notes from slides), and various collection of outside resources. 21st Century Themes and Skills: **CRP1**. Act as a responsible and contributing citizen and employee. **CRP2**. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and (CRP Standards) economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid research strategies. CRP8. Utilize critical thinking to make sense of problems 8.1 Educational Technology



Assessments and Performance Tasks:
 Unit Tests Overheads Pictures on pg. 28 Class Discussions Visual Aids Teacher designed tests and quizzes designed to address the appropriate levels of the students.
-Group work
-Gloup work



GRADE: 9-12 Subject: Sociology

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
(content, process, product and learning environment) Extension Activities	Modifications for Classroom Modifications for Homework/Assignments	(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)	Modifications for Classroom Pair visual prompts with verbal presentations
Conduct research and provide presentation of cultural topics.	Modified Assignments	Modifications for Classroom Pair visual prompts with verbal presentations	Ask students to restate information, directions, and assignments.
Design surveys to generate and analyze data to be used in discussion.	Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)	Ask students to restate information, directions, and assignments.	Repetition and and practice
Debate topics of interest / cultural importance.	Extended time for assignment completion as needed	Repetition and and practice	Model skills / techniques to be mastered.



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Authentic listening and	Highlight key vocabulary		
reading sources that provide data and support for speaking and writing prompts.	Use graphic organizers	Model skills / techniques to be mastered.	Extended time to complete class work
Exploration of art and/or artists to understand society and history.		Extended time to complete class work	Provide copy of classnotes
Implement RAFT Activities as		Provide copy of classnotes	Preferential seating to be mutually determined by the student and teacher
they pertain to the types / modes of communication (role, audience, format, topic).		Preferential seating to be mutually determined by the student and teacher	Student may request to use a computer to complete assignments.
Anchor Activities		Student may request to use a computer to complete assignments.	Establish expectations for correct spelling on assignments.
Use of Higher Level Questioning Techniques		Establish expectations for	
		Establish expectations for correct spelling on assignments.	Extra textbooks for home.
Provide assessments at a		acoigninonto.	



	Student may request books
Extra textbooks for home	on tape / CD / digital media, as available and
ZAMA TOALOGORO FOI HOMO.	appropriate.
	app. spinate.
Student may request books	
as available and appropriate.	Assign a peer helper in the
	class setting
Assign a peer helper in the	Provide oral reminders and
class setting	check student work during
	independent work time
Provide oral reminders and	
	Assist student with long and
· ·	short term planning of
	assignments
Assist student with long and	
_	
	Encourage student to
	proofread assignments and
	tests
Encourage student to	
	on tape / CD / digital media, as available and appropriate. Assign a peer helper in the



GRADE: 9-12	Subject: Sociology	
	proofread assignments and	Provide regular parent/
	tests	school communication
	Provide regular parent/ school communication	Teachers will check/sign student agenda daily
	Teachers will check/sign student agenda daily	Student requires use of other assistive technology device
	Student requires use of other	
	assistive technology device	Modifications for Homework and Assignments
	Modifications for Homework	Extended time to complete
	and Assignments	assignments.
	Extended time to complete	
	assignments.	
		Student requires more
		complex assignments to be
	Student requires more	broken up and explained in
	complex assignments to be	smaller units, with work to
	broken up and explained in	be submitted in phases.
	smaller units, with work to be	



GRADE: 9-12	Subject: Sociology	
	submitted in phases.	
	Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types /	Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication
	modes of communication (role, audience, format, topic).	(role, audience, format, topic).
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GRADE: 9-12	Subject: Sociology	
	Distribute study guide for	Distribute study guide for
	classroom tests.	classroom tests.
	Establish procedures for	Establish procedures for
	accommodations /	accommodations /
	modifications for	modifications for
	assessments.	assessments.



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GRADE: 9-12 Subject: Sociology

Unit Name: Unit Three

Duration: November

Essential Questions:

- What is the purpose of controlled environments?
- Why do people commit deviant acts?

What is the difference between values and norms?

Enduring Understandings:

- Moral Orientation
- Norms
- Humanitarianism
- Mores
- Folkways
- Anomie
- Labeling Theory
- Primary Deviance
- Secondary Deviance
- Values
- The Laws of Society
- Deviance
- Conformity in Controlled Environments
- Compare and contrast values and norms
- Understand the values and norms in the United States
- Identify mores and folkways in a society
- Compare and contrast prescriptions and proscriptions



GRADE: 9-12	Subject: Sociology
 Explain the reason why deviance occurs in a set Understand the four primary purposes of a con Identify the different types of controlled environ Describe deviant subcultures Predict how various groups in a society will react to 	trolled environment ments
Relevant Standards:	
6.1.12.D(.3.A,B,D 5.D 13.D 14.B) A.(5.A) C(1	4.B) 6.2.12.A.3.A
Interdisciplinary Connections: ELA Tier 2 Vocabulary: analyze, compi	A, Social Studies le, demonstrate, explore, irrelevant, synthesize
Tier 3 Vocabulary:	
Core Instructional Materials/Resortextbook-Sociology: Understanding Toda	ources/Digital Tools: ay-Prentice Hall, 1990, PowerPoint slides (student take notes from slides), and various collection of outside resources.
21st Century Themes and Skills:	CRP1 . Act as a responsible and contributing citizen and employee. CRP2 . Apply appropriate academic and technical
(cpp c I I)	skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and
(CRP Standards)	economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid research
	strategies. CRP8. Utilize critical thinking to make sense of problems



RADE: 9-12	Subject: Sociology
0 1 Educational Tachnalams	
8.1 Educational Technology	
Assessments and Performance Ta	sks:
11-4 T4-	
Unit TestsOverheads	
Class Discussions	
Visual Aids	
- I eacher designed tests and quizzes de	esigned to address the appropriate levels of the students.
-Group work	
-Group work	



GRADE: 9-12 Subject: Sociology

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
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Design surveys to generate and analyze data to be used in discussion.	Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)	Ask students to restate information, directions, and assignments.	Repetition and and practice
Debate topics of interest / cultural importance.	Extended time for assignment completion as needed	Repetition and and practice	Model skills / techniques to be mastered.



Cliffside Park Public Schools

Authentic listening and	Highlight key vocabulary		
reading sources that provide data and support for speaking and writing prompts.	Use graphic organizers	Model skills / techniques to be mastered.	Extended time to complete class work
Exploration of art and/or artists to understand society		Extended time to complete class work	Provide copy of classnotes
and history. Implement RAFT Activities as		Provide copy of classnotes	Preferential seating to be mutually determined by the student and teacher
they pertain to the types / modes of communication (role, audience, format, topic).		Preferential seating to be mutually determined by the student and teacher	Student may request to use a computer to complete assignments.
Anchor Activities		Student may request to use a computer to complete assignments.	Establish expectations for correct spelling on assignments.
Use of Higher Level Questioning Techniques		Establish expectations for	
		correct spelling on assignments.	Extra textbooks for home.
Provide assessments at a			



higher level of thinking		Student may request books
		on tape / CD / digital media,
	Extra textbooks for home.	as available and
		appropriate.
	Chudant may required healis	
	Student may request books	
	on tape / CD / digital media,	Assign a peer helper in the
	as available and appropriate.	class setting
		Glass setting
	Assign a peer helper in the	Provide oral reminders and
	class setting	check student work during
		independent work time
	Provide oral reminders and	
	check student work during	Assist student with long and
	independent work time	Assist student with long and
		short term planning of assignments
		assignments
	Assist student with long and	
	short term planning of	
	assignments	Encourage student to
	3	proofread assignments and
		tests
	Encourage student to	



GRADE: 9-12	Subject: Sociology	
	proofread assignments and	Provide regular parent/
	tests	school communication
	Provide regular parent/ school communication	Teachers will check/sign student agenda daily
	Teachers will check/sign student agenda daily	Student requires use of other assistive technology device
	Student requires use of other	
	assistive technology device	Modifications for Homework and Assignments
	Modifications for Homework	Extended time to complete
	and Assignments	assignments.
	Extended time to complete	
	assignments.	
		Student requires more
		complex assignments to be
	Student requires more	broken up and explained in
	complex assignments to be	smaller units, with work to
	broken up and explained in	be submitted in phases.
	smaller units, with work to be	



GRADE: 9-12	Subject: Sociology	
	submitted in phases.	
		Provide the student with
	Provide the student with	clearly stated (written)
	clearly stated (written)	expectations and grading
	expectations and grading	criteria for assignments.
	criteria for assignments.	
		Implement RAFT activities
	Implement RAFT activities as	as they pertain to the types /
	they pertain to the types /	modes of communication
	modes of communication	(role, audience, format,
	(role, audience, format, topic).	topic).
	Modifications for	Modifications for
	Assessments	Assessments
	Extended time on classroom	Extended time on classroom
	tests and quizzes.	tests and quizzes.
	Student may take/complete	Student may take/complete
	tests in an alternate setting as	tests in an alternate setting
	needed.	as needed.
	Restate, reread, and clarify	Restate, reread, and clarify
	directions/questions	directions/questions



GRADE: 9-12	Subject: Sociology		
	Distribute study gu	uide for Distribute stud	ly guide for
	classroom tests.	classroom test	ts.
	Establish procedu	res for Establish proce	edures for
	accommodations	-	
	modifications for	modifications f	for
	assessments.	assessments.	



GRADE: 9-12 Subject: Sociology

Unit Name: Unit Four

Duration: December

Essential Questions:

- Why do role conflicts occur?
- Why do people often have the need for others?
- Why do statuses exist in a society?

What are the devastating effects of isolation on a person's development?

Enduring Understandings:

- Ascribed Status
- Achieved Status
- Role Conflict
- Reciprocal Roles
- Social Groups
- Social Categories
- Primary Group
- Secondary Group
- Learning and Playing Roles
- Role Conflict
- Formal Organizations
- Bureaucracy
- The Need for Others
- Understand why humans have a need for others
- Differentiate primary groups from secondary groups
- Explain how statuses are determined



GRADE: 9-12		Subject: Sociology			
 Predict when a role conflict is going Judge the quality of relationships Compare and contrast various roles Understand the difference between List five statues that a person can be Evaluate the importance of primary ground 	in a society an ascribed old	status from an achieved statu	s		
Relevant Standards:					
6.1.12.A(1.B)D(.2.D, 3.A,B,D 5.D) B	(5.B) 6.2.12	.3.3.B 6.3.12.B.1& D.1			
Interdisciplinary Connections: ELA, Social Studies Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize					
Tiei 2 vocabulary. anaryze	, compin	, demonstrate, expre	ore, irrefevant, synthesize		
Tier 3 Vocabulary:					
Core Instructional Materia		U			
•	Textbook-Sociology: Understanding Today-Prentice Hall, 1990, PowerPoint slides (student take notes from slides), and various collection of outside resources.				
21st Century Themes and S	kills:		ible and contributing citizen and		
skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid research strategies. CRP8. Utilize critical thinking to make sense of problems					



GRADE: 9-12	Subject: Sociology
8.1 Educational Technology	
8.1 Educational Technology	
Assessments and Performance	e Tasks:
11.27 Tool	
Unit TestsOverheads	
Class Discussions	
Visual Aids	
-Teacher designed tests and quizze	es designed to address the appropriate levels of the students.
-Group work	



GRADE: 9-12 Subject: Sociology

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
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Conduct research and provide presentation of cultural topics.	Modified Assignments	Modifications for Classroom Pair visual prompts with verbal presentations	Ask students to restate information, directions, and assignments.
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Debate topics of interest / cultural importance.	Extended time for assignment completion as needed	Repetition and and practice	Model skills / techniques to be mastered.



Cliffside Park Public Schools

Authentic listening and	Highlight key vocabulary		
reading sources that provide data and support for speaking and writing prompts.	Use graphic organizers	Model skills / techniques to be mastered.	Extended time to complete class work
Exploration of art and/or artists to understand society		Extended time to complete class work	Provide copy of classnotes
and history.		Provide copy of classnotes	Preferential seating to be mutually determined by the student and teacher
Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).		Preferential seating to be mutually determined by the student and teacher	Student may request to use a computer to complete assignments.
Anchor Activities		Student may request to use a computer to complete assignments.	Establish expectations for correct spelling on assignments.
Use of Higher Level Questioning Techniques		Establish expectations for correct spelling on assignments.	Extra textbooks for home.
Provide assessments at a		accignificatio.	



higher level of thinking		Student may request books
		on tape / CD / digital media,
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		appropriate.
	Student may request books	
	on tape / CD / digital media,	
	as available and appropriate.	Assign a peer helper in the
	as available and appropriate.	class setting
		j
	Assign a peer helper in the	Provide oral reminders and
	class setting	check student work during
		independent work time
	Provide oral reminders and	
	check student work during	
	independent work time	Assist student with long and
		short term planning of
		assignments
	Assist student with long and	
	short term planning of	
	assignments	Encourage student to
	addigd	proofread assignments and
		tests
	En accomo do atrada esta to	
	Encourage student to	



GRADE: 9-12	Subject: Sociology	
	proofread assignments and	Provide regular parent/
	tests	school communication
	Provide regular parent/ school communication	Teachers will check/sign student agenda daily
	Teachers will check/sign student agenda daily	Student requires use of other assistive technology device
	Student requires use of other	
	assistive technology device	Modifications for Homework and Assignments
	Modifications for Homework	Extended time to complete
	and Assignments	assignments.
	Extended time to complete	
	assignments.	Student requires more complex assignments to be
	Student requires more	broken up and explained in
	complex assignments to be	smaller units, with work to
	broken up and explained in	be submitted in phases.
	smaller units, with work to be	-



GRADE: 9-12	Subject: Sociology	
	submitted in phases.	
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	modes of communication (role, audience, format, topic).	(role, audience, format, topic).
	Modifications for Assessments Extended time on classroom tests and quizzes.	Modifications for Assessments Extended time on classroom tests and quizzes.
	Student may take/complete tests in an alternate setting as needed.	Student may take/complete tests in an alternate setting as needed.
	Restate, reread, and clarify directions/questions	Restate, reread, and clarify directions/questions



GRADE: 9-12	Subject: Sociology	
	Distribute study guide for	Distribute study guide for
	classroom tests.	classroom tests.
	Establish procedures for	Establish procedures for
	accommodations /	accommodations /
	modifications for	modifications for
	assessments.	assessments.



Cliffside Park Public Schools

GRADE: 9-12 Subject: Sociology

Unit Name: Unit Five

Duration: January

Essential Questions:

- What are the philosophical differences between educational traditionalists and progressives in education?
- What is the function of the family?
- Why did changes occur in the family?
- What are the family residence patterns?
- How have marriages changed?

What are the causes of divorce?

Enduring Understandings:

- Matrilocal Residence
- Patrilocal Residence
- Patrilineal Descent
- Matrilineal Descent
- Bilateral Descent
- Neolocal Descent
- History and Functions of the Family
- Courtship and Marriage
- Parenthood
- Divorce
- Progressive Education
- Educational Traditionalists
- Mainstreaming
- Functions of an Educational System



GRADE: 9-12	Subject: Sociology
Identify the functions of the family Explain and evaluate the differences between	een educational traditionalists and progressives
Identify the functions of an educational system	· ·
Compare and contrast American families with the contrast of the contrast	
Understand the causes of divorce in the Unit	
 Explain the different types of marriages that 	t exist
Explain the challenges of parenthood	
Describe the residence patterns of families	
 Understand the changes that have in familie 	es over the past one hundred years
 Develop some solutions to the conflicts that 	t occur in marriages
 Differentiate between patrilocal, matrilocal, a 	
Differentiate between patrilineal, matrilineal, ar	nd bilateral descent
Relevant Standards:	
6.1.12.D(2.D,.5.B,C 13.F 16.B) 6.2.12.D(.3.	.B 4.J) 6.3.12.B.1& D.1
Interdisciplinary Connections: E	ELA, Social Studies
Tier 2 Vocabulary: analyze, com	npile, demonstrate, explore, irrelevant, synthesize
Tier 3 Vocabulary:	



GRADE: 9-12	Subject: Sociology
Core Instructional Materials/Reso	ources/Digital Tools:
Textbook-Sociology: Understanding Tod	ay-Prentice Hall, 1990, PowerPoint slides (student take notes from slides), and various collection of outside resources.
21st Century Themes and Skills:	CRP1 . Act as a responsible and contributing citizen and employee. CRP2 . Apply appropriate academic and technical
(CRP Standards)	skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid research strategies. CRP8. Utilize critical thinking to make sense of problems
	and the sense of problems
8.1 Educational Technology	
Assessments and Performance Tas	sks:
Unit TestsOverheadsClass DiscussionsVisual Aids	
-Teacher designed tests and quizzes des	signed to address the appropriate levels of the students.
l -Group work	



GRADE: 9-12 Subject: Sociology

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
(content, process, product and learning environment) Extension Activities	Modifications for Classroom Modifications for Homework/Assignments	(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)	Modifications for Classroom Pair visual prompts with verbal presentations
Conduct research and provide presentation of cultural topics.	Modified Assignments	Modifications for Classroom Pair visual prompts with verbal presentations	Ask students to restate information, directions, and assignments.
Design surveys to generate and analyze data to be used in discussion.	Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)	Ask students to restate information, directions, and assignments.	Repetition and and practice
Debate topics of interest / cultural importance.	Extended time for assignment completion as needed	Repetition and and practice	Model skills / techniques to be mastered.



Cliffside Park Public Schools

Authentic listening and	Highlight key vocabulary		
reading sources that provide data and support for speaking and writing prompts.	Use graphic organizers	Model skills / techniques to be mastered.	Extended time to complete class work
Exploration of art and/or artists to understand society		Extended time to complete class work	Provide copy of classnotes
and history.		Provide copy of classnotes	Preferential seating to be mutually determined by the student and teacher
Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).		Preferential seating to be mutually determined by the student and teacher	Student may request to use a computer to complete assignments.
Anchor Activities		Student may request to use a computer to complete assignments.	Establish expectations for correct spelling on assignments.
Use of Higher Level Questioning Techniques		Establish expectations for correct spelling on assignments.	Extra textbooks for home.
Provide assessments at a		J • • • • • • • • • • • • • • • • • • •	



higher level of thinking		Student may request books
	Extra textbooks for home.	on tape / CD / digital media, as available and
		appropriate.
	Student may request books	
	on tape / CD / digital media,	Assign a peer helper in the
	as available and appropriate.	class setting
		olass solling
	Assign a peer helper in the	Provide oral reminders and
	class setting	check student work during
		independent work time
	Provide oral reminders and	
	check student work during	
	independent work time	Assist student with long and
		short term planning of assignments
		doorgrimento
	Assist student with long and	
	short term planning of	Faccine as attident to
	assignments	Encourage student to proofread assignments and
		tests
		.55.5
	Encourage student to	



GRADE: 9-12	Subject: Sociology	
	proofread assignments and	Provide regular parent/
	tests	school communication
	Provide regular parent/ school communication	Teachers will check/sign student agenda daily
	Teachers will check/sign student agenda daily	Student requires use of other assistive technology device
	Student requires use of other	
	assistive technology device	Modifications for Homework and Assignments
	Modifications for Homework	Extended time to complete
	and Assignments	assignments.
	Extended time to complete	
	assignments.	
		Student requires more
		complex assignments to be
	Student requires more	broken up and explained in
	complex assignments to be	smaller units, with work to
	broken up and explained in	be submitted in phases.
	smaller units, with work to be	



GRADE: 9-12	Subject: Sociology	
	submitted in phases.	
	Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types /	Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication
	modes of communication (role, audience, format, topic).	(role, audience, format, topic).
	Modifications for Assessments Extended time on classroom tests and quizzes.	Modifications for Assessments Extended time on classroom tests and quizzes.
	Student may take/complete tests in an alternate setting as needed.	Student may take/complete tests in an alternate setting as needed.
	Restate, reread, and clarify directions/questions	Restate, reread, and clarify directions/questions



GRADE: 9-12	Subject: Sociology		
		Distribute study guide for	Distribute study guide for
		classroom tests.	classroom tests.
		Establish procedures for	Establish procedures for
		accommodations /	accommodations /
		modifications for	modifications for
		assessments.	assessments.

National Governors Association Center for Best Practices, Council of Chief State School Officers (2010). *Common core state standards for English Language Arts* & Literacy in History/Social Studies, Science & Technical Subjects. Washington, D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers.

New Jersey State Department of Education. (2014). New Jersey core curriculum content standards. Trenton, NJ: Author.