



BOE Approved 4/15

Cliffside Park Public Schools

GRADE: 9-12

Subject: Sociology

Unit Name: Unit One

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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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



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strategies.**CRP8.** Utilize critical thinking to make sense of problems

8.1 Educational Technology

Assessments and Performance Tasks:

- Unit Tests
- Overheads
- Class Discussions
- Visual Aids

-Teacher designed tests and quizzes designed to address the appropriate levels of the students.

-Group work



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Subject: Sociology

Differentiation/Accommodations/Modifications

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



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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



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- 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:

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21st Century Themes and Skills:
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8.1 Educational Technology



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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



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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



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Subject: Sociology

- Explain the reason why deviance occurs in a society
- Understand the four primary purposes of a controlled environment
- Identify the different types of controlled environments
- Describe deviant subcultures

Predict how various groups in a society will react to the enforcement of norms and mores

Relevant Standards:

6.1.12.D(.3.A,B,D 5.D 13.D 14.B) A.(5.A) C(14.B) 6.2.12.A.3.A

Interdisciplinary Connections: ELA, Social Studies

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

Tier 3 Vocabulary:

Core Instructional Materials/Resources/Digital Tools:

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21st Century Themes and Skills:

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8.1 Educational Technology	
Assessments and Performance Tasks: <ul style="list-style-type: none">• Unit Tests• Overheads• Class Discussions Visual Aids <ul style="list-style-type: none">-Teacher designed tests and quizzes designed to address the appropriate levels of the students.-Group work	



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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



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- Predict when a role conflict is going to occur
 - Judge the quality of relationships
 - Compare and contrast various roles in a society
 - Understand the difference between an ascribed status from an achieved status
 - List five statuses that a person can hold
- Evaluate the importance of primary groups

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

Tier 3 Vocabulary:

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



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- Identify the functions of the family
 - Explain and evaluate the differences between educational traditionalists and progressives
 - Identify the functions of an educational system
 - Compare and contrast American families with families in other countries
 - Understand the causes of divorce in the United States
 - Explain the different types of marriages that exist
 - Explain the challenges of parenthood
 - Describe the residence patterns of families
 - Understand the changes that have in families over the past one hundred years
 - Develop some solutions to the conflicts that occur in marriages
 - Differentiate between patrilocal, matrilocal, and neolocal residences
- Differentiate between patrilineal, matrilineal, and 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: ELA, Social Studies

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

Tier 3 Vocabulary:



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Core Instructional Materials/Resources/Digital Tools: Textbook- <i>Sociology: Understanding Today</i> -Prentice Hall, 1990, 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. 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
8.1 Educational Technology	
Assessments and Performance Tasks: <ul style="list-style-type: none">• Unit Tests• Overheads• Class Discussions• Visual Aids -Teacher designed tests and quizzes designed to address the appropriate levels of the students. -Group work	



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Differentiation/Accommodations/Modifications

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



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