Department of College and Career Readiness

Service Learning I: Social Awareness Curriculum

5.0 Credits

Unit Three
Service Learning I: Social Awareness

Course Description

This course, taught as a hybrid of Sociology and History of Paterson, lays the framework and context for how students will set forth service learning projects in the city of Paterson, New Jersey. Students are introduced to the concept and applicability of service learning, provided ample historical perspectives regarding the development of Paterson, exposed to the subset of “social problems,” in the context of the practice and study of Sociology, as well as provides students information regarding the challenges and opportunities that currently face the city. Students will focus on increasing their awareness of social, political and cultural issues in Paterson and the role service can play to positively impact these issues. The course is rooted in 6.1 and 6.3 New Jersey Student Learning Standards.
# Service Learning I: Social Awareness

## Pacing Guide

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Introduction to Service Learning; History of Paterson</td>
<td>approx. 11 weeks</td>
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<tr>
<td>Unit 2</td>
<td>Introduction to Sociology and Thinking Sociologically</td>
<td>approx. 9 weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Introduction to Culture; Introduction to Social Problems</td>
<td>approx. 8 weeks</td>
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<tr>
<td>Unit 4</td>
<td>Present Day Paterson</td>
<td>approx. 8 weeks</td>
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</tbody>
</table>
## Educational Technology Standards


- **Technology Operations and Concepts**
  - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
    - **Example of use within:** Students will utilize wikis and other collaborative tools for productive work during school and non-school hours.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
    - **Example of use within:** Develop an original research and proposals utilize a myriad of technology-enabled platforms.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
    - **Example of use within:** Use online tutorials to provide community interactive means for feedback.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
    - **Example of use within:** Students will collaborate to determine best of use of technology in its applicability to research and reporting.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
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<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
</tr>
<tr>
<td>Example of use within: Students will utilize knowledge of Paterson history as foundation for sociological thinking about their community.</td>
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<table>
<thead>
<tr>
<th>CRP4. Communicate clearly and effectively and with reason.</th>
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<tbody>
<tr>
<td>Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</td>
</tr>
<tr>
<td>Example of use within: Students will use evidence-based practices to make data-driven assertions about the socioeconomic landscape of Paterson and its challenges and opportunities.</td>
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</table>

<table>
<thead>
<tr>
<th>CRP5. Consider the environmental, social and economic impacts of decisions.</th>
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</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</td>
</tr>
<tr>
<td>Example of use within: Students will utilize their knowledge of sociological perspectives, as well as data from economic and</td>
</tr>
</tbody>
</table>
### Career Ready Practices

**environmental realities of the city.**

**CRP7. Employ valid and reliable research strategies.**  
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.  
- **Example of use within:** Students will use both historical and sociological research throughout.

**CRP12. Work productively in teams while using cultural global competence.**  
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.  
- **Example of use within:** Student teams work together to create action plans and proposals to address community needs.
**WIDA Proficiency Levels**: At the given level of English language proficiency, English language learners will process, understand, produce or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</table>
| **6- Reaching** | - Specialized or technical language reflective of the content areas at grade level  
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
- Oral or written communication in English comparable to proficient English peers |
| **5- Bridging** | - Specialized or technical language of the content areas  
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports  
- Oral or written language approaching comparability to that of proficient English peers when presented with grade level material. |
| **4- Expanding** | - Specific and some technical language of the content areas  
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs  
- Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support |
| **3- Developing** | - General and some specific language of the content areas  
- Expanded sentences in oral interaction or written paragraphs  
- Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support |
| **2- Beginning** | - General language related to the content area  
- Phrases or short sentences  
- Oral or written language with phonological, syntactic, or semantic errors that often impede the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support |
| **1- Entering** | - Pictorial or graphic representation of the language of the content areas  
- Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support |
Language Development Supports For English Language Learners
To Increase Comprehension and Communication Skills

**Environment**
- Welcoming and stress-free
- Respectful of linguistic and cultural diversity
- Honors students’ background knowledge
- Sets clear and high expectations
- Includes routines and norms
- Is thinking-focused vs. answer-seeking
- Offers multiple modalities to engage in content learning and to demonstrate understanding
- Includes explicit instruction of specific language targets
- Provides participation techniques to include all learners
- Integrates learning centers and games in a meaningful way
- Provides opportunities to practice and refine receptive and productive skills in English as a new language
- Integrates meaningful and purposeful tasks/activities that:
  - Are accessible by all students through multiple entry points
  - Are relevant to students’ lives and cultural experiences
  - Build on prior mathematical learning
  - Demonstrate high cognitive demand
  - Offer multiple strategies for solutions
  - Allow for a language learning experience in addition to content

<table>
<thead>
<tr>
<th>Sensory Supports*</th>
<th>Graphic Supports*</th>
<th>Interactive Supports*</th>
<th>Verbal and Textual Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graphs</td>
<td>In a whole group</td>
<td>Labeling</td>
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<tr>
<td>Real-life objects (realia) or concrete objects</td>
<td>Charts</td>
<td>In a small group</td>
<td>Students’ native language</td>
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<tr>
<td>Physical models</td>
<td>Timelines</td>
<td>With a partner such as Turn-and-Talk</td>
<td>Modeling</td>
</tr>
<tr>
<td>Manipulatives</td>
<td>Number lines</td>
<td>In pairs as a group (first, two pairs work independently, then they form a group of four)</td>
<td>Repetitions</td>
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<tr>
<td>Pictures &amp; photographs</td>
<td>Graphic organizers</td>
<td>In triads</td>
<td>Paraphrasing</td>
</tr>
<tr>
<td>Visual representations or models such as diagrams or drawings</td>
<td>Graphing paper</td>
<td>Cooperative learning structures such as Think-Pair-Share</td>
<td>Summarizing</td>
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<tr>
<td>Videos &amp; films</td>
<td></td>
<td></td>
<td>Guiding questions</td>
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<td>Newspapers or magazines</td>
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<td>Clarifying questions</td>
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<tr>
<td>Gestures</td>
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<td></td>
<td>Probing questions</td>
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<tr>
<td>Physical movements</td>
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<td></td>
<td>Leveled questions such as What? When? Where? How? Why?</td>
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<tr>
<td>Music &amp; songs</td>
<td></td>
<td></td>
<td>Questioning prompts &amp; cues</td>
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</tbody>
</table>

BUILDING EQUITY IN YOUR TEACHING PRACTICE

How do the essential questions highlight the connection between the big ideas of the unit and equity in your teaching practice?

CONTENT INTEGRATION
Teachers use examples and content from a variety of cultures & groups.

This unit / lesson is connected to other topics explored with students.
There are multiple viewpoints reflected in the content of this unit / lesson.
The materials and resources are reflective of the diverse identities and experiences of students.
The content affirms students, as well as exposes them to experiences other than their own.

KNOWLEDGE CONSTRUCTION
Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives & biases.

This unit / lesson provides context to the history of privilege and oppression.
This unit / lesson addresses power relationships.
This unit / lesson helps students to develop research and critical thinking skills.
This curriculum creates windows and mirrors* for students.

PREJUDICE REDUCTION
Teachers implement lessons and activities to assert positive images of ethnic groups & improve intergroup relations.

This unit / lesson helps students question and unpack biases & stereotypes.
This unit / lesson helps students examine, research and question information and sources.
The curriculum encourages discussion and understanding about the groups of people being represented.
This unit / lesson challenges dominant perspectives.

EQUITABLE PEDAGOGY
Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.

The instruction has been modified to meet the needs of each student.
Students feel respected and their cultural identities are valued.
Additional supports have been provided for students to become successful and independent learners.
Opportunities are provided for student to reflect on their learning and provide feedback.

EMPOWERING SCHOOL CULTURE
Using the other four dimensions to create a safe and healthy educational environment for all.

There are opportunities for students to connect with the community.
My classroom is welcoming and supportive for all students?
I am aware of and sensitive to the needs of my students and their families.
There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.

### Culturally Relevant Pedagogy Examples

- **Relationships:**
  Learn about your students’ individual cultures.
  Adapt your teaching to the way your students learn
  Develop a connection with challenging students
  Communicate and work with parents/guardians on a regular basis (email distribution, newsletter, phone calls, notes, meetings, etc.)

- **Curriculum:**
  Incorporate student-centered stories, vocabulary and examples.
  Incorporate relatable aspects of students’ lives
  Create lessons that connect the content to your students’ culture and daily lives.
  Incorporate instructional materials that relate to a variety of cultures

- **Instructional Delivery:**
  Establish an interactive dialogue to engage all students
  Continuously interact with students and provide frequent feedback
  Use frequent questioning as a means to keep students involved
  Intentionally address visual, tactile, and auditory learners
  Present relatable real world problems
# Differentiated Instruction

## Strategies to Accommodate Students Based on Individual Needs

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
</tr>
<tr>
<td>Provide lecture notes/assignments, and tutorials outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>Video lessons online</td>
<td>Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Adjusted rubrics for projects</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Video lesson</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
</tr>
<tr>
<td>Text speech software</td>
<td>Read directions aloud</td>
<td></td>
<td>Color code materials</td>
</tr>
</tbody>
</table>

## Assistive Technology

- Computer/whiteboard
- Video lesson
- Spell-checker
- Text speech software

## Tests/Quizzes/Grading

- Adjusted rubrics for projects
- Study guides
- Shortened tests
- Read directions aloud

## Behavior/Attention

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

## Organization

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
## Differentiated Instruction

### Strategies to Accommodate Students Based on Content-Specific Needs

- Leveled Text
- Chunking text
- Choice Board
- Socratic Seminar
- Tiered Instruction
- Small group instruction
- Sentence starters/frames
- Writing scaffolds
- Tangible items/pictures (i.e., to facilitate vocabulary acquisition)
- Tiered learning stations
- Tiered questioning
- Data-driven student partnerships
## Enrichment

### Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Elevated Projects Rubrics
- Independent Written and Video Online Tutorials
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Online Learning Communities
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

Suggested Formative/Summative Classroom Assessments

- Storyboards
- Teacher-created Unit Assessments, Topic Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Game Analysis
- Create an Original Song, Animation, Board Game
## Interdisciplinary Connections

### English Language Arts
- Close reading of various social research studies and peer-reviewed journal articles. (NJSLSA.R1)
- Write professional proposal. (NJSLSA.W2)

### Social Studies
- Research the history of Paterson. (6.1.12)
- Research the social and economic impact of American cities. (6.3.12)

### World Language
- Translate industry-content (7.1.ILA)
- Create a translated index of social science and research vocabulary (7.1.ILA)

### Math
- Calculate figures such as Gross Domestic Product, poverty, employment, and median income for various communities. (N.Q.A.1)
- Use ratios and proportions to understand graphic representations of data. (N.Q.A.2)

### Fine & Performing Arts
- Analyze artistic contributions of Paterson and New Jersey. (1.2.12)
- Create renderings of quantitative data collected from research. (1.4.12)

### Science
- Research latest developments in industry technology brought to modern urban communities. (HS-ETS1-4)
- Investigate applicable-careers in STEM fields social scientific research. (9.2.12)
Social Studies Grades 9-12 New Jersey Student Learning Standards

6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.

6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.


6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

English Language Arts & History/Social Studies Grades 11-12 Companion Standards

Key Ideas and Details:

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2 Determine the central ideas of information of primary or secondary source: provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

RH.11-12.4 Determine the meaning of word and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (i.e., how Madison defines faction in Federalist No. 10).

RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:

RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
**Course:** Service Learning I  
**Unit:** 3 – Introduction to Culture; Introduction to Social Problems  
**Grade Level:** 9-12

**Unit Overview:** This unit provides an introduction into “social problems,” eventually informing students on an array of issues that may or may not be relevant to life in cities, including that of Paterson. Further, the concept of “culture” is reviewed, providing an academic backdrop of the vibrant diversity that is Paterson, New Jersey.

**New Jersey Student Learning Standards (NJSLS):**
- RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.6, RH.11-12.7, RH.11-12.8, RH.11-12.9, RH.11-12.10

<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
<th>Resources</th>
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</thead>
</table>
| Explain the concepts of society and its attributes.  
  6.2.12.D.6.a  
  RH.11-12.4 | What is a society?  
What makes up a society? | • Using information  
• Understanding the system  
• Asking to understand  
• Analyzing source bias  
• Analyzing one’s own bias  
• Valuing diversity  
• Communicating on environment  
• Verbalizing culture  
• Respecting culture with action | **Web-Chart:** Create a web-chart with “Society” and its definition in the center and its components with examples branching out.  
**ELA:** Write a poem or creative writing piece describing your society. | **Social Structure: The Building Blocks of Social Life:**  
**Basic Concepts:**  
https://ocw.mit.edu/courses/anthropology/21a-245j-power-interpersonal-organizational-and-global-dimensions-fall-
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<tr>
<td>Compare and contrast the different types of societies in history. 6.2.12.D.6.a RH.11-12.3 RH.11-12.6</td>
<td>What are the different types of societies? What are the common and unique characteristics of societies?</td>
<td>• Reasoning skills  • Using information  • Learning form the past  • Assessing diverse resources  • Analyzing source bias  • Analyzing one’s own bias  • Valuing diversity  • Communicating on environment  • Verbalizing culture  • Respecting culture with action  • Understanding the system</td>
<td><strong>Small Group Discussion:</strong> Create small groups to learn about the different types of societies. Have students chart their findings out and discuss the similarities and difference amongst these and other societies.  <strong>Case Study:</strong> Watch and/or research Jared Diamond’s <em>Gun’s, Germs, and Steel</em> book/documentary. Create a report as to how the Native American societies were different from the European</td>
<td>2005/study-materials/basic_conc.pdf  <strong>The Concept of Society:</strong> <a href="https://community.plu.edu/~jensenmk/271society.html">https://community.plu.edu/~jensenmk/271society.html</a>  <strong>Types of societies and their society:</strong> <a href="http://www.sociologydiscussion.com/society/types-of-society-tribal-agrarian-and-industrial-society/2190">http://www.sociologydiscussion.com/society/types-of-society-tribal-agrarian-and-industrial-society/2190</a>  <strong>Guns, Germs, and Steel:</strong> <a href="http://www.humanecologyreview.org/pastissues/her142/yorkandmancus.pdf">http://www.humanecologyreview.org/pastissues/her142/yorkandmancus.pdf</a></td>
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<td>Discuss assimilation in society.</td>
<td>What is assimilation? How is assimilation viewed in society today? Historically? How do people in America view migration into the United States</td>
<td>• Using information • Understanding the system • Analyzing source bias • Analyzing one’s own bias • Connecting data and argument • Valuing diversity • Communicating on environment • Verbalizing culture • Respecting culture with action • Understanding the system</td>
<td><strong>Interview:</strong> Interview a family member or a friend who is an immigrant and find out about their experience with assimilation. <strong>Debate:</strong> Debate whether assimilation should be mandatory or to promote multiculturalism. <strong>ELA:</strong> Research the assimilation policies of the U.S. and the reactions.</td>
<td><strong>Article:</strong> <a href="http://www.huffingtonpost.com/a-b-wilkinson/us-multiculturalism-or-cultural-assimilation_b_8218490.html">http://www.huffingtonpost.com/a-b-wilkinson/us-multiculturalism-or-cultural-assimilation_b_8218490.html</a> <strong>Article:</strong> <a href="http://debatepedia.idebate.org/en/index.php/Debate:_Multiculturalism_vs._assimilation">http://debatepedia.idebate.org/en/index.php/Debate:_Multiculturalism_vs._assimilation</a></td>
</tr>
<tr>
<td>Analyze norms, values, and stereotypes in</td>
<td>What are norms?</td>
<td>• Reasoning skills • Using information</td>
<td><strong>Think-Pair-Share:</strong> Make a list of norms, values, and stereotypes in societies.</td>
<td><strong>Analysis Article:</strong> <a href="http://socialpsychonline.c">http://socialpsychonline.c</a></td>
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| RH.11-12.3 RH.11-12.7            | What are values?    | • Understanding the system  
• Analyzing source bias  
• Analyzing one’s own bias  
• Valuing diversity  
• Communicating on environment  
• Verbalizing culture  
• Respecting culture with action  
• Understanding the system  
• Adaptability in position  
• Adaptability to change | and stereotypes of your culture and/or society. Compare and contrast this list with a partner. | om/2015/08/culture-gender-stereotyping-advertising/  
http://www.tolerance.org/lesson/stereotypes-advertising |
|                                 | What are stereotypes? |                     |                 |           |
|                                 | How does these play a role in a society? |                     |                 |           |
| Explain the concept of culture and its variations. | What is culture? | • Reasoning skills  
• Using information  
• Understanding the system  
• Asking to understand  
• Using multiple techniques  
• Analyzing source bias  
• Analyzing one’s own bias | Web-Chart: Create a web-chart on culture and what makes up culture. | Web Chart Creator:  
http://www.draw.io |
<p>| RH.11-12.4 RH.11-12.7            | How are cultures different? |                     |                 |           |
|                                 |                     |                     |                 |           |</p>
<table>
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<tr>
<th>Student Learning Objectives (SLOs)</th>
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<th>Sample Activities</th>
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</thead>
</table>
- Connecting data and argument  
- Valuing diversity  
- Communicating on environment  
- Verbalizing culture  
- Respecting culture with action | **Socratic Discussion:** How do cultural beliefs influence your identity?  
**Science:** Read articles on how other species behaviors are influenced. Compare and contrast with the human perspective.  
http://phys.org/news/201 | **Cultural Tolerance:** http://www.tolerance.org/culture-classroom  
**Collectivist Culture:** https://www.verywell.com/what-are-collectivistic-cultures-2794962 |
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</table>
| Compare and contrast learned behavior across cultures.  
6.1.12.D.14.f  
6.1.12.D.16.a  
6.2.12.D.2.d  
RH.11-12.7  
RH.11-12.9  
RH.11-12.8 | Are there universally held values and customs in different cultures?  
How is religion a cultural force? | • Reasoning skills  
• Using information  
• Understanding the system  
• Analyzing source bias  
• Analyzing one’s own bias  
• Valuing diversity  
• Communicating on environment  
• Verbalizing culture  
• Respecting culture with action  
• Understanding the system  
• Adaptability in position  
• Adaptability to change | Jig Saw: Assign different religions to research. Focus on how that religion influences certain cultures and/or societies and how elements of that religion influence behavior. | Individualist or Collectivist: https://healthypsych.com/individualist-collectivist-understanding-culture-influences-behavior/  
Culture and Behavior: http://www.livescience.com/13700-personality-traits-culture-independence-social-context.html |
| Define ethnicity and the concepts of ethnocentrism.  
6.1.12.D.14.f  
6.1.12.D.16.a | What is ethnicity?  
How does ethnicity differ from race?  
What does it mean to be | • Understanding structure and scope  
• Appropriate questioning  
• Understanding the system | Current Events: Watch Ted Talk on the fight against refugees and its correlation to ethnocentrism. | Ted Talk: https://www.ted.com/talks/antonio_guterres_refugees_have_the_right_to_be_protected |
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</table>
| 6.2.12.D.2.d RH.11-12.2 RH.11-12.3 | ethnocentric? | • Adaptability in position  
• Adaptability to change | **Art:** Create a bumper sticker like the one below promoting tolerance of other cultures. |  |
What effect do these have on us as individuals? | • Reasoning skills  
• Using information  
• Understanding the system  
• Analyzing source bias  
• Analyzing one’s own bias  
• Valuing diversity  
• Communicating on environment  
• Verbalizing culture  
• Respecting culture with action  
• Understanding the system  
• Adaptability in position  
• Adaptability to change | **Survey:** Have students create a survey on what they believe are cultural norms in their society. Have students give the surveys to family and friends. Use Google Forms to create survey and analyze the data.  
**Reading:** Read different fables and/or moral tales, whose message is about cultural values.  
**ELA:** Create your own fable or moral story about a cultural norm and/or value in your society.  
**Google Forms:** [http://google.com/forms](http://google.com/forms)  
**Aesops Fables:** [http://history-world.org/Aesops_Fables_NT.pdf](http://history-world.org/Aesops_Fables_NT.pdf) |  |
| Analyze how where a person lives influences | How do our chosen societies impact us? | • Reasoning skills  
• Using information | **Open-Ended Question:** How does your social How your location influences you: |  |
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<tbody>
<tr>
<td>ones interests, abilities, needs, goals, and values.  6.1.12.D.16.a  6.2.12.D.6.a  6.2.12.D.2.d  RH.11-12.2  RH.11-12.3  RH.11-12.7</td>
<td>• Understanding the system  • Analyzing source bias  • Analyzing one’s own bias  • Valuing diversity  • Communicating on environment  • Verbalizing culture  • Respecting culture with action  • Understanding the system  • Adaptability in position</td>
<td>environment influence your personality? Compare your response to an environment outside of your immediate one,  <strong>Film:</strong> Watch the film or read the Divergent Series. Analyze how that structured society prevents any other influence.</td>
<td><a href="http://www.citylab.com/design/2012/09/turns-out-where-you-live-really-does-shape-who-you-are/3353/">http://www.citylab.com/design/2012/09/turns-out-where-you-live-really-does-shape-who-you-are/3353/</a></td>
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<tr>
<td>Examine the effect of different geographical locations and how it affects cultural values.  6.2.12.D.6.a  RH.11-12.1  RH.11-12.7</td>
<td>How does one’s geography influence who we are individually and culturally?</td>
<td>• Reasoning skills  • Using information  • Understanding the system  • Analyzing source bias  • Analyzing one’s own bias  • Valuing diversity  • Communicating on environment  • Verbalizing culture  • Respecting culture</td>
<td><strong>Mapping:</strong> Create a physical geography map of the world or a specific place in the world.  <strong>ELA Essay:</strong> Write an essay on where you would like to live and why.</td>
<td>Map Templates: <a href="https://www.eduplace.com/ss/maps/">https://www.eduplace.com/ss/maps/</a></td>
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<td><strong>Identify examples of how people adapt their needs to their physical geography.</strong>&lt;br&gt;6.2.12.D.6.a&lt;br&gt;RH.11-12.7</td>
<td><strong>What kind of adaptations do people make to their physical geography?</strong>&lt;br&gt;How does the physical geography impact the development of that society?</td>
<td>with action&lt;br&gt;• Understanding the system&lt;br&gt;• Adaptability in position</td>
<td><strong>Brainstorm Discussion:</strong> List 5 examples of how human movement and location influence or change their behavior.&lt;br&gt;<strong>Watch National Geographic’s The Human Family Tree</strong> and create a timeline or flow chart on the development of different races and ethnicities.&lt;br&gt;<strong>ELA/ Technology:</strong> Research technology that is designed to help humans adapt to their environment.&lt;br&gt;<strong>Art:</strong> Create your own human family tree. Add elements that reflect your</td>
<td><strong>National Geographic:</strong> <a href="http://channel.nationalgeographic.com/a-night-of-exploration/galleries/the-human-family-tree/at/genetic-testing-135306/">http://channel.nationalgeographic.com/a-night-of-exploration/galleries/the-human-family-tree/at/genetic-testing-135306/</a></td>
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<td>Examine how environments shape individuals and group behaviors.</td>
<td>How are we influenced by our surroundings?</td>
<td>• Reasoning skills</td>
<td><strong>Socratic Discussion:</strong> What in your environment influences you?</td>
<td>Article: <a href="http://www.iflscience.com/health-and-medicine/have-researchers-settled-nature-vs-nurture-debate/">http://www.iflscience.com/health-and-medicine/have-researchers-settled-nature-vs-nurture-debate/</a></td>
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<td>6.2.12.D.6.a RH.11-12.1</td>
<td>What has a greater influence: nature vs. nurture?</td>
<td>• Using information</td>
<td></td>
<td><strong>ELA:</strong> Write an essay on whether you are greater influenced by nature or nurture.</td>
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<tr>
<td>Explain why individuals often have negative responses to unfamiliar or different cultures.</td>
<td>What are some negative responses to other cultures?</td>
<td>• Reasoning skills</td>
<td><strong>Current Events:</strong> Search for headlines and articles that are related to negative reactions to other cultures in the media.</td>
<td>Case Study: <a href="http://people.uwec.edu/bonstemj/Intro/Fall03/Group%20Assignment%20_cult_rel.htm">http://people.uwec.edu/bonstemj/Intro/Fall03/Group%20Assignment%20_cult_rel.htm</a></td>
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<td></td>
<td></td>
<td>environment</td>
<td>speak out against cultural negativity.</td>
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</table>
| Examine the history of segregation, such as Jim Crow Laws, Plessey v. Ferguson, and Brown v. Board of Education. | | • Verbalizing culture  
• Respecting culture with action  
• Understanding the system | | |
| **Standard:** | | | | |
| 6.1.12.D.2.b | What is segregation? | • Reasoning skills  
• Using information  
• Understanding the system  
• Analyzing source bias  
• Analyzing one’s own bias  
• Valuing diversity  
• Communicating on environment  
• Verbalizing culture  
• Respecting culture with action  
• Understanding the system | **Journal:** Write about segregation or discrimination that occurs in the present day to different groups in your society. | **From Slavery to Mass Incarceration:** https://newleftreview.org/l/l/13/loic-wacquant-from-slavery-to-mass-incarceration |
<p>| 6.1.12.D.13.a | How is segregation a part of American history? | | | |
| 6.1.12.A.14.b | What efforts have been made to reverse the effects of segregation? | | | |
| 6.1.12.A.14.d | How is segregation still very much alive? | | | |
| 6.1.12.A.14.f | | | | |
| 6.3.12.D.1 | | | | |
| RH.11-12.1 | Discuss problems faced | • Reasoning skills | <strong>Socratic Discussion:</strong> Discuss the chart on the 4 institutions of segregation for African Americans. | |
| RH.11-12.4 | Which groups constitute | | | |
| RH.11-12.7 | | | | |</p>
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</table>
| by minorities and ethnic groups in society. | minorities?  
What problems do minorities and various ethnic groups face?  
How is immigration a growing social issue in the media? | • Using information  
• Understanding the system  
• Analyzing source bias  
• Analyzing one’s own bias  
• Valuing diversity  
• Communicating on environment  
• Verbalizing culture  
• Respecting culture with action  
• Understanding the system | What problems do certain groups face in society today? What are the solutions?  
**Chart:** Create a chart describing the different minority groups in society today.  
**Essay:** Write a historical essay about one minority group and their story (i.e. Irish). | [Boundless Sociology](https://www.boundless.com/sociology/textbooks/boundless-sociology-textbook/race-and-ethnicity-10/minorities-81/minority-groups-4753392/) |
| **Standard:**  
6.1.12.D.2.b  
6.1.12.D.3.a  
6.1.12.D.13.a  
6.1.12.A.14.b  
6.1.12.A.14.f  
6.3.12.D.1  
RH.11-12.1 | | | | |

Analyze the need for social reform.  
**Standard:**  
What is social reform?  
What aspects of society require change? | • Reasoning skills  
• Using information  
• Understanding the | **Current Events:** Select an article on a social issue. | [Social Reformers Guide](http://www.thefamouspeople.com/social-)

**Effect on Zero Tolerance Towards Minorities:**  
**Minorities and Educational Opportunity:**  
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<tr>
<td>RH.11-12.1</td>
<td>How are crime and race linked in America?</td>
<td>• Verbalizing culture</td>
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<tr>
<td>RH.11-12.4</td>
<td>How has America dealt with its corrections issues in comparison to the rest of the world?</td>
<td>• Respecting culture with action</td>
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<td>How is the corrections system designed to target at risk groups?</td>
<td>• Understanding the system</td>
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<td></td>
<td>• Adaptability in position</td>
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<td>Conduct a survey of current social problems.</td>
<td>What are current issues in society?</td>
<td>• Reasoning skills</td>
<td><strong>Survey:</strong> Create a survey to issue to peers about sociological issues. Use the data to determine which issues are the most prominent in your society.</td>
<td>Google Forms: <a href="https://www.google.com/forms/about/">https://www.google.com/forms/about/</a></td>
</tr>
<tr>
<td>6.1.12.D.3.e</td>
<td>How has media played a role in exposing current issues?</td>
<td>• Using information</td>
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<tr>
<td>6.1.12.A.14.b</td>
<td>How have past issues resurfaced?</td>
<td>• Understanding the system</td>
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<tr>
<td>6.1.12.A.14.d</td>
<td></td>
<td>• Analyzing source bias</td>
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<td>6.1.12.A.14.f</td>
<td></td>
<td>• Analyzing one’s own bias</td>
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<tr>
<td>6.3.12.D.1</td>
<td></td>
<td>• Valuing diversity</td>
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<tr>
<td>RH.11-12.7</td>
<td></td>
<td>• Communicating on environment</td>
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<td>• Verbalizing culture</td>
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<td></td>
<td></td>
<td>• Respecting culture with action</td>
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<td></td>
<td>Understanding the system Adaptability in position</td>
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## Unit Vocabulary

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<tr>
<th>Society</th>
<th>Institution</th>
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<tr>
<td>Assimilation</td>
<td>Interactionist orientation</td>
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<td>Stereotype</td>
<td>Labeling theory Latent functions</td>
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<tr>
<td>Norms</td>
<td>Manifest functions</td>
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<tr>
<td>Values</td>
<td>Moral entrepreneur</td>
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<tr>
<td>Culture</td>
<td>Mores</td>
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<tr>
<td>Collectivist Culture</td>
<td>Operational definition</td>
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<td>Conflict orientation</td>
<td>Postmodernist orientation</td>
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<td>Deductive hypothesis</td>
<td>Quasi-theory</td>
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<td>Deviance</td>
<td>Scenario</td>
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<td>Empirical referent</td>
<td>Status position</td>
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<tr>
<td>False values</td>
<td>Structured Observation</td>
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<td>Feminist orientation</td>
<td>Survey research</td>
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<td>Hypothesis</td>
<td>Values</td>
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<td>Inductive hypostasis</td>
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### Suggested Unit Projects

**Choose At Least One**

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<tr>
<th>Suggested Unit Project 1:</th>
<th>Suggested Unit Project 2:</th>
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<tbody>
<tr>
<td>In small groups create a Small Village of 100 people. Assign the number or percentage of people who speak which languages, practice which religions, have access to education and resources, etc. Compare and contrast each group’s distribution and analyze which groups within the created cultures would be the center.</td>
<td>Research a custom from any chosen culture and create a multimedia presentation using music, images, maps, etc..</td>
</tr>
</tbody>
</table>

**Small Village Assignment:**  
http://academics.smcvt.edu/vtgeographic/lesson plans/if the world was a village.htm

### Suggested Structured Learning Experiences

| Paterson Alliance  
301 Main Street  
Center City Mall, Third Floor  
Paterson, New Jersey 07505 | William Paterson University  
Applied Sociology Program  
300 Pompton Road  
Wayne, New Jersey 07470 |
|---------------------|--------------------------|
| Passaic County Administration Building  
401 Grand Street  
Paterson, New Jersey 07505 | New Jersey Community Development Corporation  
32 Spruce Street  
Paterson, New Jersey 07501 |