

<b>Unit Title/Skill Set: Unit 1 – Personality development, stages of development, and adolescent issues</b>	<b>Course Time Prior to Keystone/PSSA:</b> 0% of time
<b>Overview:</b> 1. Students will identify factors that affect personality and stages of development. 2. Students will evaluate the physical and emotional demands of the stages of life. 3. Students will examine the social issues related to adolescence. 4. Students will analyze the cause and function of social deviance and its impact on society.	<b>ELL Differentiation:</b> Math & LA specific found at <a href="http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx">www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx</a> . Generic found at <a href="http://www.esasd.net/esl">http://www.esasd.net/esl</a> :
<b>Unit Essential Questions :</b> 1. What factors impact personality? 2. What are the physical, social, and emotional demands of the stages of adult development? 3. What social issues create the greatest difficulties for adolescence? 4. What causes deviant behaviors? 5. How should society handle deviant behaviors?	<b>Enrichment:</b> Read A Child Called It or The Bell Jar Research function of prison system Investigate Carl Jung’s life and theories Research juvenile cases tried in adult court
<b>PA &amp; National Content Standard(s):</b> <i>State found at</i> <a href="http://www.pdesas.org/standard/standardsdownloads">www.pdesas.org/standard/standardsdownloads</a> : Pa 5.1.9.A: Pa 5.2.12.B: Pa 5.2.12.D: Pa 5.3.12.C Pa 5.3.12.H: Pa 5.3.12.J: Pa 6.1.9.D: Pa 8.1.12.A: Pa 8.1.12.B: Pa 8.3.9.A: Pa 10.1.9.A: Pa 10.1.12.A: Pa 10.1.12.B: Pa 10.1.12.D: Pa 10.1.12.E: Pa 10.2.12.A: Pa 10.2.12.B: Pa 10.2.12.C: Pa 10.2.12.D: Pa 10.3.9.C: Pa 10.3.12.C: Pa 11.2.9.A: Pa 11.2.9.C: Pa 11.2.9.H: Pa 11.4.9: Pa 11.4.12.B Pa 11.4.12.C Pa 11.4.12.E: Pa 16.1.12.C: Pa 16.3.12.C:	<b>Remediation:</b> Select information from text will be reinforced as a remediation tool. Teacher tutoring and homework club Refer to student IEP where relevant
<b>Connecting to Common Core and Other Standards:</b> <i>Common Core found at</i> <a href="http://www.corestandards.org/">www.corestandards.org/</a> : Common Core for Literacy in History and Social Studies / CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies CC.8.6.11-12.A: CC.8.6.11-12.B: CC.8.6.11-12.C: CC.8.6.11-12.D: CC.8.6.11-12.E: CC.8.6.11-12.F: CC.8.6.11-12.G: CC.8.6.11-12.H: CC.8.6.11-12.I	<b>IEP/GIEP:</b> Refer to individual student’s educational plan under specially designed instruction.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
Pa 5.1.9.A Pa 5.2.12.B Pa 5.2.12.D Pa 5.3.12.C Pa 5.3.12.H Pa 5.3.12.J Pa 6.1.9.D Pa 8.1.12.A Pa 8.1.12.B Pa 8.3.9.A Pa 10.1.9.A Pa 10.1.12.A Pa 10.1.12.B Pa 10.1.12.D Pa 10.1.12.E Pa 10.2.12.A Pa10.2.12.B Pa10.2.12.C Pa10.2.12.D Pa10.3.9.C Pa10.3.12.C Pa 11.2.9.A Pa 11.2.9.C Pa 11.2.9.H Pa 11.4.9 Pa 11.4.12.B Pa 11.4.12.C Pa 11.4.12.E Pa 16.1.12.C	<ul style="list-style-type: none"> <li>• <b>Socializing the individual</b> <ul style="list-style-type: none"> <li>○ Nature vs Nurture</li> </ul> </li> <li>• Theories of personality development               <ul style="list-style-type: none"> <li>○ Tabula Rosa</li> <li>○ Looking Glass Self</li> <li>○ Role taking</li> </ul> </li> <li>• Personality tests – Jung</li> <li>• Agents of socialization – family, school, media, peers, religious institutions</li> <li>• Stages of development</li> <li>• Roles               <ul style="list-style-type: none"> <li>○ Role performance</li> <li>○ Role expectations</li> <li>○ Role strain</li> <li>○ Role conflict</li> </ul> </li> <li>• Adolescence – concepts and characteristics</li> <li>• Problems of adolescence               <ul style="list-style-type: none"> <li>○ Dating</li> <li>○ Abusive relationships</li> <li>○ Bullying</li> <li>○ Suicide</li> <li>○ Depression</li> <li>○ Eating disorders</li> <li>○ Alcohol</li> <li>○ Smoking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Analyze primary and secondary source documents such as John Locke or Carl Jung</li> <li>• Debate nature vs nurture and/ or the fundamental nature of man as good vs evil</li> <li>• Compare the use of fact versus opinion in assessing the impact of drugs and alcohol on adolescence.</li> <li>• Research data supporting eating disorders and the link to media</li> <li>• Evaluate the role stress and peer pressure plays in destructive decisions for adolescence</li> <li>• Role play a relevant adolescent issue and create a skit with a positive and a negative outcome.</li> <li>• Develop and write insightful and meaningful essays about the agents of socialization for each student</li> <li>• Take notes from a variety of instructional presentations</li> <li>• Participate constructively in a group setting by evaluating role conflict and role strain</li> <li>• Participate constructively in class discussion of the modern problems facing teens</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture</li> <li>• Tabula rosa</li> <li>• Internalization</li> <li>• socialization</li> <li>• ideal type</li> <li>• role performance</li> <li>• role expectations</li> <li>• role strain</li> <li>• role performance</li> <li>• gerontology</li> <li>• conflict theory</li> <li>• control theory</li> <li>• labeling theory</li> <li>• anomie</li> <li>• differential association</li> <li>• recidivism</li> <li>• cyber bullying</li> <li>• cultural transmission</li> <li>• structural strain</li> <li>• recidivism</li> <li>• penal system</li> <li>• rehabilitation</li> </ul>	Textbook – Sociology: The Study of Human Behaviors  Textbook supplementary materials  Teacher developed notes  DVD support  Primary and secondary source readings  Charts and graphs for statistical analysis  New & updated resources available on <a href="#">departmental page</a>	Varied formative, summative, diagnostic, and/or benchmark assessments  Shared assessments from collegial sharing  Projects  Formal and creative writings

<p>Pa 16.3.12.C</p>	<ul style="list-style-type: none"> <li>○ Sexual behavior</li> <li>○ Risky driving</li> <li>○ Gangs</li> <li>○ Obesity</li> <li>○ Stress</li> <li>• The adult in society <ul style="list-style-type: none"> <li>○ Career choices, goals, stresses</li> <li>○ Gerontology – aging, death, and dying</li> </ul> </li> <li>• Deviance and social control <ul style="list-style-type: none"> <li>○ Control theory</li> <li>○ Conflict theory</li> <li>○ Labeling theory</li> <li>○ Cultural transmission</li> <li>○ Structural strain</li> </ul> </li> <li>• Crime and the criminal justice system <ul style="list-style-type: none"> <li>○ Characteristics of violent teens</li> <li>○ Juvenile justice system</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate evaluative and critical thinking skills in both oral and written formats; for example, deducing problems and emotions of adult stages of life</li> <li>• Complete carefully all assigned readings</li> <li>• Thoughtfully view and evaluate all visual sources</li> <li>• Examine the personal, school, and family dynamics of violent teens</li> <li>• Debate the fundamental purpose of the prison system; rehabilitation versus punishment.</li> <li>• Construct a blueprint of an ideal prison</li> <li>• Research statistics and tables for three different cities and compare / contrast the crime rate for various offenses.</li> </ul>			
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<b>Unit Title/Skill Set: Unit 2 – Communication Patterns, Conflict resolution, and Cultural relativism</b>	<b>Course Time Prior to Keystone/PSSA:</b> 0% of time
<b>Overview:</b> 1. The student will analyze verbal, paralanguage, and body language communication patterns. 2. The student will identify blocks to effective communication and utilize conflict resolution strategies. 3. The student will identify cultural universals and analyze cultural relativism and subcultures.	<b>ELL Differentiation:</b> Math & LA specific found at <a href="http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx">www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx</a> . Generic found at <a href="http://www.esasd.net/esl">http://www.esasd.net/esl</a> : see above
<b>Unit Essential Questions :</b> 1. What verbal, tonal, and body language cues help us convey meaning? 2. What verbal, tonal, and body language cues do we use to interpret meaning? 3. What defensive behaviors reduce effective communication skills? 4. What restrictive techniques reduce effective communication skills? 5. What strategies improve conflict resolution? 6. How do cultural differences influence communication? 7. What characteristics are universal to all cultures? 8. What are normed behaviors for the United States? 8. What characteristics differentiate subcultures?	<b>Enrichment:</b> Investigate Paul Ekman's Facial Action Coding System Research Margaret Meade and her anthropological work on cultural universals Research variations and critics of Seven Habits of Highly Effective People Investigate critics of Kohlberg such as Carol Gilligan
<b>PA &amp; National Content Standard(s):</b> <i>State found at</i> <a href="http://www.pdesas.org/standard/standardsdownloads">www.pdesas.org/standard/standardsdownloads</a> : Pa 5.1.9.A: Pa 5.2.12.B: Pa 5.2.12.D: Pa 5.3.12.C Pa 5.3.12.H: Pa 5.3.12.J: Pa 6.1.9.D: Pa 8.1.12.A: Pa 8.1.12.B: Pa 8.3.9.A: Pa 10.1.9.A: Pa 10.1.12.A: Pa 10.1.12.B: Pa 10.1.12.D: Pa 10.1.12.E: Pa 10.2.12.A: Pa 10.2.12.B: Pa 10.2.12.C; Pa 10.2.12.D: Pa 10.3.9.C: Pa 10.3.12.A: Pa 10.3.12.C: Pa 11.2.9.A: Pa 11.2.9.C: Pa 11.2.9.H: Pa 11.2.12.H: Pa 11.4.9 B: Pa 11.4.12.B Pa 11.4.12.C Pa 11.4.12.E: Pa 16.1.12.A: Pa 16.1.12.B: Pa 16.1.12.C: Pa 16.2.12.A: Pa 16.2.12.B: Pa 16.2.12.C: Pa 16.2.12.D: Pa 16.3.12.A: Pa 16.3.12.B: Pa 16.3.12.C:	<b>Remediation:</b> Select information from text will be reinforced as a remediation tool. Teacher tutoring and homework club Refer to student IEP where relevant
<b>Connecting to Common Core and Other Standards:</b> <i>Common Core found at</i> <a href="http://www.corestandards.org/">www.corestandards.org/</a> : Common Core for Literacy in History and Social Studies / CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies CC.8.6.11-12.A: CC.8.6.11-12.B: CC.8.6.11-12.C: CC.8.6.11-12.D: CC.8.6.11-12.E: CC.8.6.11-12.F: CC.8.6.11-12.G: CC.8.6.11-12.H: CC.8.6.11-12.I	<b>IEP/GIEP:</b> Refer to individual student's educational plan under specially designed instruction.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
Pa 5.1.9.A Pa 5.2.12.B Pa 5.2.12.D Pa 5.3.12.C Pa 5.3.12.H Pa 5.3.12.J Pa 6.1.9.D Pa 8.1.12.A Pa 8.1.12.B Pa 8.3.9.A Pa 10.1.9.A Pa 10.1.12.A Pa 10.1.12.B Pa 10.1.12.D Pa 10.1.12.E Pa 10.2.12.A Pa10.2.12.B Pa10.2.12.C Pa10.2.12.D Pa10.3.9.C Pa 10.9.12.A Pa10.3.12.C Pa 11.2.9.A Pa 11.2.9.C Pa 11.2.9.H Pa 11.2.12.H Pa 11.4.9 B	<ul style="list-style-type: none"> <li>Communication patterns               <ul style="list-style-type: none"> <li>Paralanguage</li> <li>Social proxemics</li> <li>Social kinesics</li> <li>Paratoxic distortion</li> <li>Postural echo</li> <li>Lying</li> </ul> </li> <li>Communication impediments               <ul style="list-style-type: none"> <li>Triggers</li> <li>Defensive behaviors</li> <li>Hidden agendas</li> <li>Restrictive techniques</li> </ul> </li> <li>Conflict resolution strategies               <ul style="list-style-type: none"> <li>SDO behaviors</li> <li>Active listening</li> <li>Clarifying techniques</li> <li>I-messages</li> </ul> </li> <li>Motivators and competition</li> <li>Change theory and Stephen Covey               <ul style="list-style-type: none"> <li>Seven Habit's of Highly Effective People</li> </ul> </li> <li>Values, Folkways, Mores</li> <li>Kohlberg's Levels of Moral Development</li> <li>Cultural traits               <ul style="list-style-type: none"> <li>Cultural universals</li> <li>Cultural relativism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Participate constructively in a group setting to identify physical and verbal communication patterns</li> <li>Analyze primary and secondary source documents from the Kohlberg research and Meade's anthropological studies</li> <li>Compare the use of fact versus opinion in in-group versus out-group perspectives</li> <li>Evaluate the role paradigms play in directing behavior</li> <li>Evaluate the effectiveness of reward vs punishment and intrinsic vs extrinsic motivators</li> <li>Develop and write insightful and meaningful essays supporting or opposing cultural relativism.</li> <li>Take notes from a variety of instructional presentations</li> <li>Participate constructively in a group setting to model conflict resolution strategies.</li> <li>Participate constructively in</li> </ul>	<ul style="list-style-type: none"> <li>Social kinesics</li> <li>Social proxemics</li> <li>Paratoxic distortion</li> <li>Postural echo</li> <li>Paralanguage</li> <li>Restrictive techniques</li> <li>Triggers</li> <li>Probing</li> <li>Intrinsic motivation</li> <li>Extrinsic motivation</li> <li>Paradigm</li> <li>Synergy</li> <li>Values</li> <li>Mores</li> <li>Folkways</li> <li>Norms</li> <li>Cultural universals</li> <li>Cultural diffusion</li> <li>Cultural relativism</li> </ul>	Textbook – Sociology: The Study of Human Behaviors  Textbook supplementary materials  Teacher developed notes  DVD support  Primary and secondary source readings  Charts and graphs for statistical analysis  New & updated resources available on	Varied formative, summative, diagnostic, and/or benchmark assessments  Shared assessments from collegial sharing  Projects  Formal and creative writings

<p>Pa 11.4.12.B</p> <p>Pa 11.4.12.C</p> <p>Pa 11.4.12.E</p> <p>Pa 16.1.12.A:</p> <p>Pa 16.1.12.B:</p> <p>Pa 16.1.12.C:</p> <p>Pa 16.2.12.A:</p> <p>Pa 16.2.12.B:</p> <p>Pa 16.2.12.C:</p> <p>Pa 16.2.12.D:</p> <p>Pa 16.3.12.A:</p> <p>Pa 16.3.12.B:</p> <p>Pa 16.3.12.C:</p>	<ul style="list-style-type: none"> <li>○ Cultural diffusion</li> <li>○ Ethnocentrism</li> <li>○ American value system</li> <li>○ Cultural sensitivity</li> <li>○ Subcultures</li> </ul>	<p>class discussion of American values.</p> <ul style="list-style-type: none"> <li>○ Debate American values and whether or not morals are declining.</li> <li>○ Demonstrate evaluative and critical thinking skills in analyzing the formation and nature of subcultures.</li> <li>○ Thoughtfully view and evaluate all visual presentations from the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• In-group</li> <li>• Out-group</li> <li>• ethnocentrism</li> <li>• subcultures</li> <li>• countercultures</li> </ul>	<p><a href="#">departmental page</a></p>	
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<b>Unit Title/Skill Set: Unit 3 – Social Stratification and Minority issues</b>	<b>Course Time Prior to Keystone/PSSA:</b> 0% of time
<b>Overview:</b> 1. Students will identify, evaluate, and analyze the cause and nature of social stratification. 2. Students will evaluate minority status and the evolving nature of minorities in the United States. 3. Students will evaluate affirmative action as a solution to discrimination.	<b>ELL Differentiation:</b> Math & LA specific found at <a href="http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx">www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx</a> . Generic found at <a href="http://www.esasd.net/esl">http://www.esasd.net/esl</a> :
<b>Unit Essential Questions :</b> 1. What are the causes and levels of social and economic stratification in the United States? 2. What are the causes and problems associated with poverty? 3. What determines minority status? 4. What groups are minorities in the United States? 5. What problems do minorities experience? 6. What is affirmative action and is it an effective solution to discrimination?	<b>Enrichment:</b> Read any Jonathon Kozol book and analyze the link between poverty and inequities in education. Read any primary accounts detailing minority experiences in the U.S.
<b>PA &amp; National Content Standard(s):</b> <i>State found at</i> <a href="http://www.pdesas.org/standard/standardsdownloads">www.pdesas.org/standard/standardsdownloads</a> : Pa 5.1.9.A: Pa 5.1.9.C: Pa 5.1.12.A: Pa 5.1.12.B: Pa 5.1.12.C: Pa 5.1.12.D: Pa 5.1.12.E: Pa 5.1.12.F: Pa 5.2.12.D: Pa 5.2.12.A: Pa 5.2.12.B: Pa 5.2.12.C: Pa 5.2.12.D: Pa 5.3.12.A: Pa 5.3.9.D: Pa 5.3.12.C Pa 5.3.12.E: Pa 5.3.12.F: Pa 5.3.12.H: Pa 6.1.9.A: Pa 6.1.9.C: Pa 6.1.9.D: Pa 6.2.9.A: Pa 6.2.12.C: Pa 6.2.12.E: Pa 6.2.12.F: Pa 6.5.9.E: Pa 6.5.12.F: Pa 8.1.12.A: Pa 8.1.12.B: Pa 8.1.12.C: Pa 8.3.9.A: Pa 8.3.9.B: Pa 8.3.9.C: Pa 8.3.9.D: Pa 16.1.12.A: Pa 16.1.12.B: Pa 16.1.12.C: Pa 16.2.12.A: Pa 16.2.12.B: Pa 16.2.12.C: Pa 16.2.12.D: Pa 16.3.12.A: Pa 16.3.12.B: Pa 16.3.12.C:	<b>Remediation:</b> Select information from text will be reinforced as a remediation tool. Teacher tutoring and homework club Refer to student IEP where relevant
<b>Connecting to Common Core and Other Standards:</b> <i>Common Core found at</i> <a href="http://www.corestandards.org/">www.corestandards.org/</a> : Common Core for Literacy in History and Social Studies / CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies CC.8.6.11-12.A: CC.8.6.11-12.B: CC.8.6.11-12.C: CC.8.6.11-12.D: CC.8.6.11-12.E: CC.8.6.11-12.F: CC.8.6.11-12.G: CC.8.6.11-12.H: CC.8.6.11-12.I	<b>IEP/GIEP:</b> Refer to individual student’s educational plan under specially designed instruction.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
<a href="#">Pa 5.1.9.A:</a> <a href="#">Pa 5.1.9.C:</a> <a href="#">Pa 5.1.12.A:</a> <a href="#">Pa 5.1.12.B:</a> <a href="#">Pa 5.1.12.C:</a> <a href="#">Pa 5.1.12.D:</a> <a href="#">Pa 5.1.12.E:</a> <a href="#">Pa 5.1.12.F:</a> <a href="#">Pa 5.2.12.D:</a> <a href="#">Pa 5.2.12.A:</a> <a href="#">Pa 5.2.12.B:</a> <a href="#">Pa 5.2.12.C:</a> <a href="#">Pa 5.2.12.D:</a> <a href="#">Pa 5.3.12.A:</a> <a href="#">Pa 5.3.9.D:</a> <a href="#">Pa 5.3.12.C:</a> <a href="#">Pa 5.3.12.E:</a> <a href="#">Pa 5.3.12.F:</a> <a href="#">Pa 5.3.12.H:</a> <a href="#">Pa 6.1.9.A:</a> <a href="#">Pa 6.1.9.C:</a> <a href="#">Pa 6.1.9.D:</a> <a href="#">Pa 6.2.9.A:</a> <a href="#">Pa 6.2.12.C:</a> <a href="#">Pa 6.2.12.E:</a> <a href="#">Pa 6.2.12.F:</a> <a href="#">Pa 6.5.9.E:</a> <a href="#">Pa 6.5.12.F:</a> <a href="#">Pa 8.1.12.A:</a>	<ul style="list-style-type: none"> <li>• <b>Social stratification</b> <ul style="list-style-type: none"> <li>○ Closed system</li> <li>○ Ascribed status</li> <li>○ Open system</li> <li>○ Achieved status</li> <li>○ Social class</li> <li>○ Wealth</li> <li>○ Power</li> <li>○ Prestige</li> <li>○ Vertical mobility</li> <li>○ Horizontal mobility</li> <li>○ Poverty</li> <li>○ Transfer payments</li> </ul> </li> <li>• <b>Minority</b> <ul style="list-style-type: none"> <li>○ Defined</li> <li>○ Characteristics</li> <li>○ Race</li> <li>○ Ethnicity <ul style="list-style-type: none"> <li>▪ Latino</li> <li>▪ Native American</li> </ul> </li> <li>○ Gender</li> <li>○ Sexual orientation</li> <li>○ Age</li> </ul> </li> <li>• <b>Patterns of relations</b> <ul style="list-style-type: none"> <li>○ Prejudice</li> <li>○ Self-fulfilling prophecies</li> <li>○ Discrimination</li> <li>○ Plessy v. Ferguson</li> <li>○ Brown v Board</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Analyze primary and secondary source documents such as Plessy, Brown v Board, Bakke</li> <li>• Compare the use of fact versus opinion in a primary source about social class</li> <li>• Research data supporting / opposing minority status for blacks, women, Latinos, homosexuals, elderly, Native Americans.</li> <li>• Evaluate transfer payments and subsidies as a leveling agent for poverty</li> <li>• Evaluate affirmative action for effectiveness</li> <li>• Develop and write insightful and meaningful essays; such as, a persuasive essay supporting or opposing affirmative action</li> <li>• Take notes from a variety of instructional presentations</li> <li>• Participate constructively in a group setting by evaluating the effectiveness of welfare and designing reform legislation</li> <li>• Participate constructively in class discussion of self-fulfilling prophecies</li> <li>• Demonstrate evaluative and critical</li> </ul>	<ul style="list-style-type: none"> <li>• Social stratification</li> <li>• Closed system</li> <li>• Open system</li> <li>• Achieved status</li> <li>• Ascribed status</li> <li>• Social class</li> <li>• Wealth</li> <li>• Power</li> <li>• Prestige</li> <li>• Functionalist theory</li> <li>• Conflict theory</li> <li>• Conspicuous consumption</li> <li>• Vertical mobility</li> <li>• Horizontal mobility</li> <li>• Poverty</li> <li>• Institutionalized discrimination</li> <li>• Active bigot</li> <li>• Timid bigot</li> <li>• Fair weather liberal</li> <li>• All weather liberal</li> </ul>	Textbook – Sociology: The Study of Human Behaviors  Textbook supplementary materials  Teacher developed notes  DVD support  Primary and secondary source readings  Charts and graphs for statistical analysis  New & updated resources available on <a href="#">departmental page</a>	Varied formative, summative, diagnostic, and/or benchmark assessments  Shared assessments from collegial sharing  Projects  Formal and creative writings



<a href="#">Pa 8.1.12.B:</a> <a href="#">Pa 8.1.12.C:</a> <a href="#">Pa 8.3.9.A:</a> <a href="#">Pa 8.3.9.B:</a> <a href="#">Pa 8.3.9.C:</a> <a href="#">Pa 8.3.9.D:</a> <a href="#">Pa 16.1.12.A:</a> <a href="#">Pa 16.1.12.B:</a> <a href="#">Pa 16.1.12.C:</a> <a href="#">Pa 16.2.12.A:</a> <a href="#">Pa 16.2.12.B:</a> <a href="#">Pa 16.2.12.C:</a> <a href="#">Pa 16.2.12.D:</a> <a href="#">Pa 16.3.12.A:</a> <a href="#">Pa 16.3.12.B:</a> <a href="#">Pa 16.3.12.C:</a>	<ul style="list-style-type: none"> <li>○ Bigotry</li> <li>○ Stereotyping</li> <li>○ Scapegoating</li> <li>• Patterns of minority group treatment <ul style="list-style-type: none"> <li>○ Assimilation</li> <li>○ Cultural pluralism</li> <li>○ Legal protection</li> <li>○ Affirmative action</li> <li>○ Population transfer</li> <li>○ Subjugation</li> <li>○ Segregation <ul style="list-style-type: none"> <li>▪ De jure</li> <li>▪ De facto</li> </ul> </li> <li>○ Extermination</li> <li>○ Genocide</li> </ul> </li> </ul>	<p>thinking skills in both oral and written formats; such as a debate over homosexual rights</p> <ul style="list-style-type: none"> <li>• Complete carefully all assigned readings</li> <li>• Thoughtfully view and evaluate all visual presentations such as Jane Elliot's A Class Divided</li> <li>• Examine the historic patterns of minority treatment in the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>• Assimilation</li> <li>• Cultural pluralism</li> <li>• Affirmative action</li> <li>• Segregation</li> <li>• De jure</li> <li>• De facto</li> <li>• Genocide</li> <li>• Minority</li> <li>• Endogamy</li> <li>• Exogamy</li> <li>• Race</li> <li>• Ethnicity</li> <li>• Gender</li> <li>• Sexism</li> <li>• Ageism</li> <li>• Baby boom sandwich generation</li> <li>• Prejudice</li> <li>• Self-fulfilling prophesy</li> <li>• Discrimination</li> <li>• Stereotyping</li> <li>• Scapegoating</li> <li>• Racism</li> </ul>		
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<b>Unit Title/Skill Set: Unit 4 – The Institutions - Family</b>	<b>Course Time Prior to Keystone/PSSA:</b> 0% of time
<b>Overview:</b> 1. Students will examine the function and structure of the family unit. 2. Students will evaluate current trends for the American family. 3. Students will examine healthy relationship patterns between partners and family members. 4. Students will identify and evaluate effective parenting practices. 5. Students will evaluate unhealthy family dynamics. 6. Students will examine the impact of divorce on children.	<b>ELL Differentiation:</b> Math & LA specific found at <a href="http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx">www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx</a> . Generic found at <a href="http://www.esasd.net/esl">http://www.esasd.net/esl</a>
<b>Unit Essential Questions :</b> 1. What relationships and individuals comprise a family? 2. What are the functions of the family? 3. What are the current trends and changes in the American family? 4. What are the characteristics of healthy relationships? 5. What are the characteristics of unhealthy relationships? 6. What does “best practice” research suggest about parenting behaviors and rules? 7. How does divorce impact children?	<b>Enrichment:</b> Read Five Love Languages
<b>PA &amp; National Content Standard(s):</b> <i>State found at</i> <a href="http://www.pdesas.org/standard/standardsdownloads">www.pdesas.org/standard/standardsdownloads</a> : Pa 5.1.9.A: Pa 5.2.12.B: Pa 5.2.12.D: Pa 5.3.12.C Pa 5.3.12.H: Pa 5.3.12.J: Pa 6.1.9.D: Pa 8.1.12.A: Pa 8.1.12.B: Pa 8.3.9.A: Pa 10.1.9.A: Pa 10.1.12.A: Pa 10.1.12.B: Pa 10.1.12.D: Pa 10.1.12.E: Pa 10.2.12.A: Pa 10.2.12.B: Pa 10.2.12.C: Pa 10.2.12.D: Pa 10.3.9.C: Pa 10.3.12.A: Pa 10.3.12.C: Pa 11.1.12.B: Pa 11.1.12.C: Pa 11.2.9.A: Pa 11.2.9.C: Pa 11.2.9.F: Pa 11.2.9.G: Pa 11.2.9.H: Pa 11.2.12.B: Pa 11.2.12.C: Pa 11.2.12.H: Pa 11.4.9.A: Pa 11.4.9.B: Pa 11.4.12.B Pa 11.4.12.D: Pa 16.1.12.A: Pa 16.1.12.B: Pa 16.1.12.C: Pa 16.2.12.A: Pa 16.2.12.B: Pa 16.2.12.C: Pa 16.2.12.D: Pa 16.3.12.A: Pa 16.3.12.B: Pa 16.3.12.C:	<b>Remediation:</b> Select information from text will be reinforced as a remediation tool. Teacher tutoring and homework club Refer to student IEP where relevant
<b>Connecting to Common Core and Other Standards:</b> <i>Common Core found at</i> <a href="http://www.corestandards.org/">www.corestandards.org/</a> : Common Core for Literacy in History and Social Studies / CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies CC.8.6.11-12.A: CC.8.6.11-12.B: CC.8.6.11-12.C: CC.8.6.11-12.D: CC.8.6.11-12.E: CC.8.6.11-12.F: CC.8.6.11-12.G: CC.8.6.11-12.H: CC.8.6.11-12.I	<b>IEP/GIEP:</b> Refer to individual student’s educational plan under specially designed instruction.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
<a href="#">Pa 5.1.9.A:</a> <a href="#">Pa 5.2.12.B:</a> <a href="#">Pa 5.2.12.D:</a> <a href="#">Pa 5.3.12.C</a> <a href="#">Pa 5.3.12.H:</a> <a href="#">Pa 5.3.12.J:</a> <a href="#">Pa 6.1.9.D:</a> <a href="#">Pa 8.1.12.A:</a> <a href="#">Pa 8.1.12.B:</a> <a href="#">Pa 8.3.9.A:</a> <a href="#">Pa 10.1.9.A:</a> <a href="#">Pa 10.1.12.A:</a> <a href="#">Pa 10.1.12.B:</a> <a href="#">Pa 10.1.12.D:</a> <a href="#">Pa 10.1.12.E:</a> <a href="#">Pa 10.2.12.A:</a> <a href="#">Pa 10.2.12.B:</a> <a href="#">Pa 10.2.12.C;</a> <a href="#">Pa 10.2.12.D:</a> <a href="#">Pa 10.3.9.C:</a> <a href="#">Pa 10.3.12.A:</a> <a href="#">Pa 10.3.12.C:</a> <a href="#">Pa 11.1.12.B:</a> <a href="#">Pa 11.1.12.C:</a> <a href="#">Pa 11.2.9.A:</a> <a href="#">Pa 11.2.9.C:</a> <a href="#">Pa 11.2.9.F:</a> <a href="#">Pa 11.2.9.G:</a> <a href="#">Pa 11.2.9.H:</a>	<ul style="list-style-type: none"> <li>Family systems               <ul style="list-style-type: none"> <li>Definition</li> <li>Nuclear family</li> <li>Extended family</li> <li>Kinship networks</li> </ul> </li> <li>Marriage and kinship patterns               <ul style="list-style-type: none"> <li>Marriage partners                   <ul style="list-style-type: none"> <li>Monogamy</li> <li>Polygamy</li> </ul> </li> <li>residential patterns</li> <li>descent patterns</li> <li>authority patterns</li> </ul> </li> <li>Functions of the family               <ul style="list-style-type: none"> <li>Incest taboos</li> <li>Reproduction</li> <li>Socialization</li> <li>Economic security</li> <li>Emotional security</li> </ul> </li> <li>Trends in American family life               <ul style="list-style-type: none"> <li>Divorce rates</li> <li>Delayed marriage</li> <li>Delayed childbearing</li> <li>Voluntary childlessness</li> <li>Dual earner family</li> <li>One parent family</li> <li>Remarriage</li> <li>Blended family</li> <li>Grandparents as parents</li> </ul> </li> <li>Relationships</li> </ul>	<ul style="list-style-type: none"> <li>Analyze primary and secondary source documents such as research on best practice or court cases related to custody and support issues</li> <li>Compare the use of fact versus opinion in child rearing strategies</li> <li>Research data supporting or opposing different rewards and punishments</li> <li>Evaluate the role of step-parents</li> <li>Develop and write insightful and meaningful essays; such as, a persuasive essay supporting a particular love language for communication.</li> <li>Take notes from a variety of instructional presentations</li> <li>Participate constructively in a group setting by evaluating healthy and unhealthy characteristics in a relationship.</li> <li>Participate constructively in class discussion of best practice parenting rules and strategies</li> <li>Demonstrate evaluative and critical thinking skills in both oral and written formats; such as an evaluation of different custody arrangements.</li> <li>Complete carefully all assigned</li> </ul>	<ul style="list-style-type: none"> <li>Nuclear family</li> <li>Family of procreation</li> <li>Family of orientation</li> <li>Extended family</li> <li>Kinship networks</li> <li>Marriage</li> <li>Monogamy</li> <li>Polygamy</li> <li>Patrilocality</li> <li>Matrilocality</li> <li>Neolocality</li> <li>Patrilineal</li> <li>Matrilineal</li> <li>Bilineal</li> <li>Patriarchal</li> <li>Matriarchal</li> <li>Blended family</li> </ul>	<p>Textbook – Sociology: The Study of Human Behaviors</p> <p>Textbook supplementary materials</p> <p>Teacher developed notes</p> <p>DVD support</p> <p>Primary and secondary source readings</p> <p>Charts and graphs for statistical analysis</p> <p>New &amp; updated resources available on <a href="#">departmental page</a></p>	<p>Varied formative, summative, diagnostic, and/or benchmark assessments</p> <p>Shared assessments from collegial sharing</p> <p>Projects</p> <p>Formal and creative writings</p>

<a href="#">Pa 11.2.12.B:</a> <a href="#">Pa 11.2.12.C:</a> <a href="#">Pa 11.2.12.H:</a> <a href="#">Pa 11.4.9.A:</a> <a href="#">Pa 11.4.9.B:</a> <a href="#">Pa 11.4.12.B:</a> <a href="#">Pa 11.4.12.D:</a> <a href="#">Pa 16.1.12.A:</a> <a href="#">Pa 16.1.12.B:</a> <a href="#">Pa 16.1.12.C:</a> <a href="#">Pa 16.2.12.A:</a> <a href="#">Pa 16.2.12.B:</a> <a href="#">Pa 16.2.12.C:</a> <a href="#">Pa 16.2.12.D:</a> <a href="#">Pa 16.3.12.A:</a> <a href="#">Pa 16.3.12.B:</a> <a href="#">Pa 16.3.12.C:</a>	<ul style="list-style-type: none"> <li>○ Characteristics of healthy relations</li> <li>○ Characteristics of unhealthy relations</li> <li>• Best practice research on parenting strategies and rules</li> <li>• Divorce <ul style="list-style-type: none"> <li>○ Current statistics</li> <li>○ Impact on children</li> <li>○ Support and custody arrangements</li> <li>○ Co-parenting practices</li> </ul> </li> </ul>	<p>readings</p> <ul style="list-style-type: none"> <li>• Thoughtfully view and evaluate all visual presentations</li> <li>• Examine the research on long term and short term effects of divorce on children</li> </ul>			
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Please use this area to elaborate on the full text of standards.

<b>Unit Title/Skill Set: Unit 5 – Agents of Socialization – Media, Religion, Education, Politics, and Economics</b>	<b>Course Time Prior to Keystone/PSSA:</b> 0% of time
<b>Overview:</b> 1. Students will examine the nature and extent of media as a socializing agent. 2. Students will examine the nature and extent of religion as a socializing agent. 3. Students will examine the nature and extent of public education as a socializing agent. 4. Students will examine the sociological aspects of the political process and political behavior. 5. Students will examine the sociological aspects of the economic system and economic behaviors in a market economy.	<b>ELL Differentiation:</b> Math & LA specific found at <a href="http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx">www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx</a> . Generic found at <a href="http://www.esasd.net/esl">http://www.esasd.net/esl</a> :
<b>Unit Essential Questions :</b> 1. What messages and bias exist in print and oral media? 2. What impact does media violence have on human behavior? 3. Does media mirror or mold society? 4. What impact does social networking have on young people? 5. What is the nature and function of religion? 6. What changes are taking place in religion in America? 7. What is the impact of technology on religious issues (bioethics)? 8. In what way does public education act as a socializing agent? 9. What are the characteristics and styles of leadership? 10. In what way is political behavior a reflection of sociology principles? 11. What factors influence voting and public behaviors? 12. In what way is the market system and advertising a function of sociological principles?	<b>Enrichment:</b> Read Jonathon Kozol's Savage Inequalities. Read Benjamin Hoff's The Tao of Pooh. Read excerpts from The Wealth of Nations Photography of Robert Mapplethorpe If applicable, encourage students to vote
<b>PA &amp; National Content Standard(s):</b> <i>State found at</i> <a href="http://www.pdesas.org/standard/standardsdownloads">www.pdesas.org/standard/standardsdownloads</a> : Pa 5.1.12.A: Pa 5.1.12.B: Pa 5.1.12.C: Pa 5.1.12.D: Pa 5.1.12.F: Pa 5.2.12.A: Pa 5.2.12.B: Pa 5.2.12.C: Pa 5.2.12.D: Pa 5.3.12.A: Pa 5.3.12.C Pa 5.3.12.E: Pa 5.3.12.F: Pa 6.1.12.B: Pa 6.1.12C: Pa 6.2.9.A: Pa 6.2.12.E: Pa 7.1.12.A: Pa 7.1.9.B: Pa 7.3.12.A: Pa 8.1.12.A: Pa 8.1.12.B: Pa 8.1.12.C: Pa 8.3.9.A: Pa 8.3.9.B: Pa 8.3.9.C: Pa 8.3.9.D.	<b>Remediation:</b> Select information from text will be reinforced as a remediation tool. Teacher tutoring and homework club Refer to student IEP where relevant
<b>Connecting to Common Core and Other Standards:</b> <i>Common Core found at</i> <a href="http://www.corestandards.org/">www.corestandards.org/</a> : Common Core for Literacy in History and Social Studies / CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies CC.8.6.11-12.A: CC.8.6.11-12.B: CC.8.6.11-12.C: CC.8.6.11-12.D: CC.8.6.11-12.E: CC.8.6.11-12.F: CC.8.6.11-12.G: CC.8.6.11-12.H: CC.8.6.11-12.I	<b>IEP/GIEP:</b> Refer to individual student's educational plan under specially designed instruction.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
Pa 5.1.12.A Pa 5.1.12.B Pa 5.1.12.C Pa 5.1.12.D Pa 5.1.12.F Pa 5.2.12.A Pa 5.2.12.B Pa 5.2.12.C Pa 5.2.12.D Pa 5.3.12.A Pa 5.3.12.C Pa 5.3.12.E Pa 5.3.12.F Pa 6.1.12.B Pa 6.1.12.C Pa 6.2.9.A Pa 6.2.12.E Pa 7.1.12.A Pa 7.1.9.B Pa 7.3.12.A Pa 8.1.12.A Pa 8.1.12.B Pa 8.1.12.C Pa 8.3.9.A Pa 8.3.9.B Pa 8.3.9.C Pa 8.3.9.D	<ul style="list-style-type: none"> <li>Media               <ul style="list-style-type: none"> <li>Messages and bias in children's literature and television</li> <li>The influence of television news as a socializing agent</li> <li>Impact of television, cell phones, video games, and internet on social behaviors</li> <li>changing social behaviors due to social networking</li> <li>censorship issues</li> </ul> </li> <li>Religion               <ul style="list-style-type: none"> <li>overview of world religions and existentialism</li> <li>nature and function of western religions / eastern philosophies</li> <li>religious trends in the U.S.</li> <li>bioethical issues</li> </ul> </li> <li>Education               <ul style="list-style-type: none"> <li>socializing function of public education</li> <li>changes and trends in public education</li> </ul> </li> <li>Politics               <ul style="list-style-type: none"> <li>Characteristics of leadership</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Analyze children's literature and media clips for bias and negative images.</li> <li>Compare fact versus opinion in evaluating positive and negative influences in television, video games, internet, social networking, and cell phone usage.</li> <li>Identify relevant media "top tens" including how society has censored through the years.</li> <li>Research data supporting the impact of cyberbullying.</li> <li>Develop and write insightful and meaningful essays; such as, a persuasive essay supporting censorship of video games.</li> <li>Participate constructively in a group setting by evaluating the personal and cultural impact of religion.</li> <li>Identify current trends in religiosity in the United States such as the rise in fundamentalism.</li> <li>Analyze the socializing function of public education.</li> <li>Identify current trends in education.</li> <li>Analyze characteristics of leadership.</li> <li>Analyze the impact of sociology</li> </ul>	<ul style="list-style-type: none"> <li>cyberbullying</li> <li>censorship</li> <li>social network</li> <li>spam</li> <li>fishing</li> <li>existentialism</li> <li>fundamentalist</li> <li>bioethical</li> <li>tracking</li> <li>outcomes</li> <li>charter school</li> <li>standards</li> <li>least restrictive environment</li> <li>assessments</li> <li>liberal</li> <li>conservative</li> <li>market system</li> <li>equilibrium price</li> </ul>	<a href="#">Link 1</a>  <a href="#">Link 2</a>  <a href="#">Link 3</a>  <a href="#">Link 4</a> America: Pathways to the Present  Textbook supplementary materials  Teacher developed notes  DVD support  Primary and secondary source readings  Maps, charts, graphs  New & updated	Varied formative, summative, diagnostic, and/or benchmark assessments  Shared assessments from collegial sharing  Projects  Formal and creative writings

	<ul style="list-style-type: none"> <li>○ Leadership styles</li> <li>○ Trends in politics</li> <li>○ Sociological principles and the impact on political behavior</li> <li>○ Political participation and voting patterns</li> <li>○ The impact of media on political behavior</li> <li>• Economics <ul style="list-style-type: none"> <li>○ Sociological principles and economic behaviors</li> <li>○ Advertising strategies</li> </ul> </li> </ul>	<p>principles on political behaviors.</p> <ul style="list-style-type: none"> <li>• Research the impact of media on voting behaviors.</li> <li>• Analyze various advertisements and deductively surmise the intent of the advertiser.</li> <li>• Direct instruction on advertising strategies.</li> <li>• Complete carefully all assigned readings</li> <li>• Thoughtfully view and evaluate all visual presentations.</li> <li>•</li> </ul>		<p>resources available on <a href="#">departmental page</a></p>	
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<b>Unit Title/Skill Set: Unit 6 – Collective Behavior and Social Movement</b>	<b>Course Time Prior to Keystone/PSSA:</b> 0% of time
<b>Overview:</b> 1. Students will evaluate the preconditions and nature of collective behavior. 2. Students will analyze social movement and it's impact.	<b>ELL Differentiation:</b> Math & LA specific found at <a href="http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx">www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx</a> . Generic found at <a href="http://www.esasd.net/esl">http://www.esasd.net/esl</a> : see above
<b>Unit Essential Questions :</b> 1. What preconditions exist to create a proclivity towards collective behavior? 2. What is the nature of collective behavior? 3. What characteristics and patterns exist in social movement? 4. What is the impact of social movement?	<b>Enrichment:</b> Examine Zone II problems Read Jonathon Kozol
<b>PA &amp; National Content Standard(s):</b> <i>State found at</i> <a href="http://www.pdesas.org/standard/standardsdownloads">www.pdesas.org/standard/standardsdownloads</a> : Pa 5.1.12.A: Pa 5.1.12.B: Pa 5.1.12.C: Pa 5.1.12.D: Pa 5.1.12.F: Pa 5.2.12.A: Pa 5.2.12.B: Pa 5.2.12.C: Pa 5.2.12.D: Pa 5.3.12.A: Pa 5.3.12.C Pa 5.3.12.E: Pa 5.3.12.F: Pa 6.1.12.B: Pa 6.1.12C: Pa 6.2.9.A: Pa 6.2.12.E: Pa 7.1.12.A: Pa 7.1.9.B: Pa 7.3.12.A: Pa 8.1.12.A: Pa 8.1.12.B: Pa 8.1.12.C: Pa 8.3.9.A: Pa 8.3.9.B: Pa 8.3.9.C: Pa 8.3.9.D.	<b>Remediation:</b> Select information from text will be reinforced as a remediation tool. Teacher tutoring and homework club Refer to student IEP where relevant
<b>Connecting to Common Core and Other Standards:</b> <i>Common Core found at</i> <a href="http://www.corestandards.org/">www.corestandards.org/</a> : Common Core for Literacy in History and Social Studies / CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies CC.8.6.11-12.A: CC.8.6.11-12.B: CC.8.6.11-12.C: CC.8.6.11-12.D: CC.8.6.11-12.E: CC.8.6.11-12.F: CC.8.6.11-12.G: CC.8.6.11-12.H: CC.8.6.11-12.I	<b>IEP/GIEP:</b> Refer to individual student's educational plan under specially designed instruction.



Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
Pa 5.1.12.A Pa 5.1.12.B Pa 5.1.12.C Pa 5.1.12.D Pa 5.1.12.F Pa 5.2.12.A Pa 5.2.12.B Pa 5.2.12.C Pa 5.2.12.D Pa 5.3.12.A Pa 5.3.12.C Pa 5.3.12.E Pa 5.3.12.F Pa 6.1.12.B Pa 6.1.12.C Pa 6.2.9.A Pa 6.2.12.E Pa 7.1.12.A Pa 7.1.9.B Pa 7.3.12.A Pa 8.1.12.A Pa 8.1.12.B Pa 8.1.12.C Pa 8.3.9.A Pa 8.3.9.B Pa 8.3.9.C Pa 8.3.9.D	<ul style="list-style-type: none"> <li>Collective behavior               <ul style="list-style-type: none"> <li>Defined</li> <li>Preconditions</li> <li>Characteristics</li> <li>Types</li> </ul> </li> <li>Theories of collective behavior               <ul style="list-style-type: none"> <li>Contagion theory</li> <li>Emergent norm theory</li> </ul> </li> <li>Types of social movement               <ul style="list-style-type: none"> <li>Resistance</li> <li>Reform</li> <li>Utopian</li> <li>Revolutionary</li> </ul> </li> <li>Societal Life Cycle and Theories</li> <li>Population changes               <ul style="list-style-type: none"> <li>Birth rates</li> <li>Death rates</li> <li>Migration patterns</li> </ul> </li> <li>Urbanization               <ul style="list-style-type: none"> <li>Evolution of the city</li> <li>City models</li> <li>Urban sprawl</li> <li>Revitalization</li> <li>Urban decay</li> </ul> </li> <li>Environmental impact               <ul style="list-style-type: none"> <li>Pollution</li> <li>Overpopulation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Analyze primary and secondary source documents such as Jonathon Kozol</li> <li>Compare the use of fact versus opinion in a primary source document detailing the causes of urban decay</li> <li>Research data on population change and migration changes</li> <li>Evaluate the nature and impact of revitalization theories</li> <li>Develop and write insightful and meaningful essays; such as, a persuasive essay supporting a theory of collective behavior</li> <li>Take notes from a variety of instructional presentations</li> <li>Participate constructively in a group setting by evaluating the role of migration patterns</li> <li>Participate constructively in class discussion of urban problems such as poverty, gangs, urban schools, etc.</li> <li>Demonstrate evaluative and critical thinking skills in both oral and written formats.</li> <li>Complete carefully all assigned readings</li> <li>Thoughtfully view and evaluate all</li> </ul>	<ul style="list-style-type: none"> <li>Collective behavior</li> <li>Contagion theory</li> <li>Emergent norm theory</li> <li>Resistance</li> <li>Reform</li> <li>Utopian</li> <li>Revolutionary</li> <li>Migration</li> <li>Birth rate</li> <li>Death rate</li> <li>Urban sprawl</li> <li>Urban decay</li> <li>Ghetto</li> <li>Revitalization</li> </ul>	<a href="#">Link 1</a>  <a href="#">Link 2</a>  <a href="#">Link 3</a>  <a href="#">Link 4</a> America: Pathways to the Present  Textbook supplementary materials  Teacher developed notes  DVD support  Primary and secondary source readings  Maps, charts, graphs  New & updated	Varied formative, summative, diagnostic, and/or benchmark assessments  Shared assessments from collegial sharing  Projects  Formal and creative writings

	<ul style="list-style-type: none"><li></li></ul>	visual presentations.		resources available on <u>departmental</u> <u>page</u>	
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