

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Social Problems

**Curriculum writing committee:
George Gelderman**

Grade Level:

11-12

Date of Board Approval: _____2020_____

Course Weighting: Social Problems

Tests	300 points
Worksheets	200 points
Participation	100 points
Total	600 points

Curriculum Map

Overview: This course provides an in-depth study of current national and trans-national social problems. Emphasis is on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Topics included are: social class in the United States, global stratification, race/ethnicity, sex/gender relations, the elderly, marriage and the family the economy, and health/medicine. At the end of this course students will be able to: identify problems we face in modern society and understand some of their complexities; recognize ways these problems affect their own lives; differentiate between and apply the sociological theories of Structural-Functionalism, Conflict, and Symbolic Interactionism to problems as a framework for understanding possible causes, purposes, and solutions; learn to think critically and creatively about social problems; and be motivated to take individual action to improve the world in which we live. While not required, successful prior completion of the sociology course is strongly recommended.

Time/Credit for the Course: 1 Semester, ½ Credit

Curriculum Writing Committee: George Gelderman

Goals:**Understanding of:****Marking Period One / Three:**

- What is a social problem
- The natural history of social problems
- The role of sociology
- Research methods used in social problems
- Forms of Collective Behavior
- Levels of Social Movements
- Types of Social Movements
- Causes of Social Change
- What is social class
- Consequences of social class
- Social mobility
- Who the poor are and why they are poor
- Systems of social stratification
- What determines social class
- Why social stratification is universal
- How elites maintain stratification
- How the world's nations became stratified
- How global stratification is maintained
- Difference between race and ethnicity
- Race as a reality and a myth
- Prejudice and discrimination
- Theories of prejudice
- Global patterns of intergroup relations
- Race and ethnic relations in the United States

Marking Period Two / Four

- Difference between sex and gender
- Gender inequality in a global perspective
- Gender inequality in the United States
- Gender inequality in the workplace
- Global differences in the treatment of the elderly
- What the phrase “graying of America” means
- Perspective specific (interactionist, functionalist and conflict) theories on the perception of aging
- Issues faced by the elderly
- Cultural influences on the experience of death and dying
- Differing global views of marriage and family
- Perspective specific (interactionist, functionalist and conflict) theories on marriage and family
- The family life cycle
- Diversity in U. S. families by social class
- Trends in the American family
- Effects of divorce on parents and children
- Types of economic systems and their development
- Capitalism and socialism in theory and practice
- Pros and cons of globalization
- Trends in the US work force
- Impact of women and immigration on the workforce
- Living in poverty in America
- The social construction of health
- What is social epidemiology
- Disparities of health and healthcare
- Theoretical perspectives on health and medicine

Big Ideas:

Big Idea # 1: Sociology looks at social problems through more than one perspective.

Big Idea # 2: The natural history of social problems follows four distinct stages.

Big Idea # 3: The role of sociology in social problems.

Big Idea #4: Social movements happen everyday

Big Idea #5: Social movements are influenced by collective behavior

Big Idea #6: Collective behavior and social movements are key to understanding social change

Big Idea #7: Social class is defined in different ways, depending on which theoretical perspective you hold.

Big Idea #8: The ideas of Marx and Weber about class have been modified as societies evolved.

Big Idea #9: A person's social class has far-reaching effects on their lives.

Big Idea #10: Americans experience several types of social mobility.

Big Idea #11: There are different ways of stratifying a society.

Big Idea #12: The conflict and functionalist perspectives view reasons for stratification differently.

Big Idea #13: Comparing social stratification between nations highlights cultural differences.

Big Idea #14: There are three theories of how the world became stratified.

Big Idea #15: Race and ethnicity are two very different things.

Big Idea #16: Prejudice and discrimination, while related, are still very different.

Big Idea #17: Psychologists and sociologists see prejudice and discrimination in different lights.

Big Idea #18: There are distinct patterns of relationships between dominant and minority groups.

Big Idea #19: The history of race/ethnic relations in the United States.

Big Idea #20: The future of racial/ethnic relations is open to debate.

Big Idea #21: Sociologically, sex and gender are entirely different concepts.

Big Idea #22: Gender inequality in a global perspective.

Big Idea #23: Aging as a global issue.

Big Idea #22: Theoretical perspectives and how they view aging.

Big Idea #23: Recurring problems for the elderly.

Big Idea #24: The sociology of death and dying.

Big Idea #25: The concept of family varies by culture.

Big Idea #26: Marriage is another concept that varies by culture.

Big Idea #27: There is an evolutionary pattern in the family.

Big Idea #28: Diversity in American families.

Big Idea #29: Trends in American Families

Big Idea #30: The Effects of Divorce and Remarriage

Big Idea #31: Two sides of family life (one good and one bad).

Big Idea #32: The development of economic systems is influenced by technology.

Big Idea #33: Capitalism and socialism both vary in theory and practice.

Big Idea #34: Sociological viewpoints on the economy and work vary by theoretical perspective.

Big Idea #35: There are both pros and cons to the globalization of economic systems.

Big Idea #36: The American workforce has changed dramatically in the last 150 years.

Big Idea #37: Poverty is often unseen in the United States.

Big Idea #38: Medical sociology as a way to study issues of health and medicine.

Big Idea #39: Health care around the world varies widely.

Big Idea #40: Quality of American healthcare varies widely by demographics.

Big Idea #41: Sociological viewpoints on health and medicine vary based on theoretical perspective.

Textbook and Supplemental Resources:

Keirns, Nathan J., et al. *Introduction to Sociology*. OpenStax, Rice University, 2016.

Henslin, James M. *Sociology: A down-to-Earth Approach*. Boston: Pearson Allyn and Bacon, 2008

Henslin, James M. *Social problems: a down-to-earth approach* (eleventh ed.). Boston: Pearson. 2014

Curriculum Plan

Unit 1: Sociological Perspectives on Social Problems

Time/Days: 9 Days

Standards (by number): PACS Reading and Writing for 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, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchors: R8.A.2, R8.B.1, R8.B.3

Eligible Content:

- What is a social problem
- The natural history of social problems
- The role of sociology
- Research methods used in social problems

Objectives:

- Identify key vocabulary concepts. (DOK 1)
- Synthesize the role of the sociological imagination with the identification of social problems. (DOK 4)
- Assess the research methods and designs that sociologists use. (DOK 3)
- Identify their social location according to established criteria. (DOK 1)
- Compare the objective conditions and subjective concerns of social problems. (DOK 2)
- Describe and illustrate with examples the four stages of the natural history of social problems. (DOK 4)
- Debate the advantages/disadvantages of sociologists taking sides in a social problem. (DOK 4)

Core Activities and Corresponding Instructional Methods:

1. Student completion of vocabulary worksheet.
2. Lecture utilizing PowerPoint to analyze the concept of the sociological imagination.
3. Lecture utilizing PowerPoint showing how the concepts of sociological imagination and social location can help to identify the origins of social problems.
4. Lecture utilizing PowerPoint to explain the concepts of objective conditions and subjective concerns.
5. Brainstorming activity with class discussion on how objective conditions and subjective concerns are key to the identification of social problems.
6. Brainstorming activity with class discussion on why some people within society do not view some social problems as a problem, but are actually opposed to it.
7. Students outline pages 7 to 11 of handout dealing with the four stage of the “natural history” of social problems.
8. Students research specific sociological research methods and evaluate how appropriate each is in relation to specific social problems.
9. Student debate about the appropriateness of sociologists taking sides on a social problem.

Assessments:

Diagnostic: pre-test, question and answer session, class discussion, brainstorming

Formative: teacher generated worksheets, class discussion, question and answer

Summative: persuasive essay

Curriculum Plan

Unit 2: Social Movements and Social Change

Time/Days: 9 Days

Standards (by number): PACS Reading and Writing for 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, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchors: R8.A.2, R8.B.1, R8.B.3

Eligible Content:

- Forms of Collective Behavior
- Levels of Social Movements
- Types of Social Movements
- Causes of Social Change

Objectives:

- Identify key vocabulary concepts (DOK 1)
- Identify the different types of collective behavior (DOK 1)
- Analyze views held by the three theoretical perspectives on collective behavior. (DOK 4)
- Identify the different levels, types and stages of social movements (DOK 1)
- Analyze views held by the three theoretical perspectives on social movements (DOK 4)
- Identify and assess the relative impacts of technology, social institutions, population on social change (DOK 3)

Core Activities and Corresponding Instructional Methods:

1. Student completion of vocabulary worksheet.
2. Lecture utilizing PowerPoint on the different forms of collective behavior.
3. Lecture utilizing PowerPoint on theories of collective behavior by theoretical perspective.
4. Brainstorming activity with class discussion on examples of social movements at each level (local, national, global).
5. Lecture utilizing PowerPoint on theoretical perspectives on social movements
6. Brainstorming activity with class discussion on the effects of technology, social institutions and population on the development and rate of social change

Assessments:

Diagnostic: pre-test, question-answer sessions, class discussion, brainstorming

Formative: teacher generated worksheets, class discussions

Summative: Chapter 21 common assessment

Curriculum Plan

Unit 3: Social Stratification in the United States

Time/Days: 9 Days

Standards (by number): PACS Reading and Writing for 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, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchors: R8.A.2, R8.B.1, R8.B.3

Eligible Content:

- What social class is
- Consequences of social class
- Social mobility
- Who the poor are and why they are poor

Objectives:

- Identify key vocabulary concepts. (DOK 1)
- Identify the key aspects of the theories of Karl Marx and Max Weber. (DOK 1)
- Compare and contrast the theories of Marx and Weber. (DOK 3)
- Analyze the current theories of social class. (DOK 4)
- Analyze the effects of social class on life in terms of physical and mental health, family life, education, politics and crime. (DOK 4)
- Identify the types of social mobility in the United States. (DOK 1)
- Critique the responses of the US government to poverty. (DOK 4)

Core Activities and Corresponding Instructional Methods:

1. Student completion of vocabulary worksheet.
2. Teacher-directed discussion on how the views of social class differ in the thinking of Karl Marx and Max Weber.
3. Lecture utilizing PowerPoint on the differing views of the interactionist, functionalist and conflict views of social class.
4. Brainstorming activity with class discussion on modern social classes in the United States and the characteristics of the members of each in relation to education, pay, type of work done and percentages of the population in each.
5. Lecture utilizing PowerPoint to evaluate the government's definition of poverty and its attempts to reduce the prevalence of poverty.
6. Develop a brief survey to be distributed in school about how jobs rank according to occupational prestige.
7. Roundtable discussion on interactions between social classes after viewing *People Like Us: Social Class in America*.

Assessments:

Diagnostic: pre-test, question-answer sessions, class discussion, brainstorming

Formative: teacher generated worksheets, class discussions

Summative: Chapter 9 common assessment

Curriculum Plan

Unit 4: Global Inequality

Time/Days: 9 Days

Standards (by number): PACS Reading and Writing for 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, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchors: R8.A.2, R8.B.1, R8.B.3

Eligible Content:

- Systems of social stratification
- What determines social class
- Why social stratification is universal
- How elites maintain stratification
- How the world's nations became stratified
- How global stratification is maintained

Objectives:

- Identify key vocabulary concepts. (DOK 1)
- Analyze how cultural variations can create attitudes either for or against progression to different standards of living. (DOK 4)
- Compare and contrast the different types of stratification systems in the world (DOK 3)
- Summarize the effects of apartheid and its ending in the history of South Africa. (DOK 2)
- Critique the functionalist and conflict explanations of stratification. (DOK 4)

Core Activities and Corresponding Instructional Methods:

1. Student completion of vocabulary worksheet.
2. Lecture using PowerPoint to identify the different systems of social stratification (slavery, caste, class, estate).
3. Lecture using PowerPoint to compare/contrast the functionalist and conflict views of stratification
4. Student research comparing the stratification systems of two different nations, for example Great Britain and the former Soviet Union.
5. Teacher led discussion of the concept of “first world, second world and third world” nations and other ways to rank nations according to sociologically accepted guidelines.
6. Round table discussion on how liberal and conservative groups get their messages communicated, disseminated and propagated.
7. Analyze a commercial film for mass media examples of social stratification (suggestions: *Animal Farm*, *Being There: Cast and Class*)

Assessments:

Diagnostic: pre-test, question-answer sessions, class discussion, brainstorming

Formative: teacher generated worksheets, class discussions

Summative: Chapter 10 common assessment

Curriculum Plan

Unit 5: Race and Ethnicity

Time/Days: 9 Days

Standards (by number): PACCS Reading and Writing for 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, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchors: R8.A.2, R8.B.1, R8.B.3

Eligible Content:

- Difference between race and ethnicity
- Race as a reality and a myth
- Prejudice and discrimination
- Theories of prejudice
- Global patterns of intergroup relations
- Race and ethnic relations in the United States

Objectives:

- Identify key vocabulary concepts. (DOK 1)
- Differentiate between the terms “race” and “ethnicity”. (DOK 3)
- Assess the psychological and sociological theories of prejudice and discrimination. (DOK 3)
- Differentiate between individual and institutional discrimination. (DOK 3)
- Synthesize the six patterns of intergroup relationships with the history of immigration to the United States. (DOK 4)
- Appraise the state of racial/ethnic relationships in the United States with possibilities for equality. (DOK 3)

Core Activities and Corresponding Instructional Methods:

1. Student completion of vocabulary worksheet.
2. Brainstorming activity with class discussion on the differences between race and ethnicity.
3. Lecture utilizing PowerPoint groups become identified as a minority group.
4. Brainstorming activity with class discussion on how the concepts of individual discrimination and institutional discrimination differ.
5. Small group research and presentations to identify the six types of intergroup relationships and illustrate with examples from American history.
6. Roundtable discussion on the effectiveness of affirmative action programs in education and employment.
7. Analyze a documentary or commercial film for examples of racial/ethnic relations in American history (suggestions: *Remember the Titans*, *Mississippi Burning*, *Soldiers of the Race War*)

Assessments:

Diagnostic: pre-test, question-answer sessions, class discussion, brainstorming

Formative: teacher generated worksheets, class discussions

Summative: Chapter 11 common assessment

Curriculum Plan

Unit 6: Sex and Gender

Time/Days: 9 Days

Standards (by number): PACS Reading and Writing for 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, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchors: R8.A.2, R8.B.1, R8.B.3

Eligible Content:

- Difference between sex and gender
- Gender inequality in a global perspective
- Gender inequality in the United States
- Gender inequality in the workplace

Objectives:

- Identify key vocabulary concepts. (DOK 1)
- Differentiate between the terms “sex” and “gender”. (DOK 3)
- Assess the dominant position of sociology that social factors as the primary reason why people behave as they do.(DOK 3)
- Analyze the concept of patriarchy as the root cause of inequality between the sexes. (DOK 4)
- Synthesize patriarchy with the concept of sex typing work to explain why “women’s work” is traditionally seen as being secondary to that of men. (DOK 4)
- Analyze the history of the women’s rights movement in the US in terms of equalization between the sexes. (DOK 4)
- Analyze the increasing political involvement of women and its possible effects on inequality and violence against women. (DOK 4)

Core Activities and Corresponding Instructional Methods:

1. Student completion of vocabulary worksheet.
2. Brainstorming activity with class discussion on the differences between the terms “sex” and “gender.”
3. Lecture utilizing PowerPoint on the roles of nature and nurture (genetics and upbringing) in the development of gender roles.
4. Lecture utilizing PowerPoint on the theories of how gender inequality arose.
5. Brainstorming activity with class discussion on areas of discrimination, both globally and in the United States, in which women are treated as a minority group.
6. Lecture utilizing PowerPoint on types of violence committed against women, globally and in the United States, as well as the response of criminal justice systems to it.
7. Develop a short questionnaire for student athletes of both genders about their reasons for participation, and their recognition on campus.

Assessments:

Diagnostic: pre-test, question-answer sessions, class discussion, brainstorming

Formative: teacher generated worksheets, class discussions

Summative: Chapter 12 common assessment

Curriculum Plan

Unit 7: Aging and the Elderly

Time/Days: 9 Days

Standards (by number): PACCS Reading and Writing for 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, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchors: R8.A.2, R8.B.1, R8.B.3

Eligible Content:

- Global differences in the treatment of the elderly
- What the phrase “graying of America” means
- Perspective specific (interactionist, functionalist and conflict) theories on the perception of aging
- Issues faced by the elderly
- Cultural influences on the experience of death and dying

Objectives:

- Identify key vocabulary concepts. (DOK 1)
- Analyze the concept of “global construction of aging.” (DOK 4)
- Assess the impact of industrialization on the increase in life expectancy. (DOK3)
- Critique the theories of the three sociological perspectives on the social impact of aging and retirement. (DOK 4)
- Assess the challenges faced by the elderly. (DOK 3)
- Critique the theory of the living-dying interval as explained by Elisabeth Kübler-Ross. (DOK 4)
- Analyze the differences between traditional nursing homes and the “Green House Model” of nursing homes and evaluate the advantages/disadvantages of both. (DOK 4)
- Assess the role of hospice on elder care as they approach the end of life. (DOK 3)

Core Activities and Corresponding Instructional Methods:

1. Student completion of vocabulary worksheet.
2. Brainstorming activity with class discussion on the concept of aging as a social construction (how and why different cultures view aging).
3. Lecture utilizing PowerPoint on how industrialization has increased life expectancy.
4. Lecture utilizing PowerPoint comparing and contrasting the interactionist, functionalist and conflict theories of aging.
5. Identify societal problems faced by the elderly.
6. Partner work researching traditional models of nursing homes with the “Green House Model” of nursing homes.
7. Small group research on the effects of hospice care on the elderly as they prepare for death.

Assessments:

Diagnostic: pre-test, question-answer sessions, class discussion, brainstorming

Formative: teacher generated worksheets, class discussions

Summative: Chapter 13 common assessment

Curriculum Plan

Unit 8: Marriage and Family

Time/Days: 9 Days

Standards (by number): PACS Reading and Writing for 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, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchors: R8.A.2, R8.B.1, R8.B.3

Eligible Content:

- Differing global views of marriage and family
- Perspective specific (interactionist, functionalist and conflict) theories on marriage and family
- The family life cycle
- Diversity in U. S. families by social class
- Trends in the American family
- Effects of divorce on parents and children

Objectives:

- Identify key vocabulary concepts (DOK 1)
- Identify common cultural themes that run through marriage and the family. (DOK 1)
- Analyze views held by the three theoretical perspectives on marriage and family. (DOK 4)
- Critique the family life cycle and analyze how it has been modified in recent years. (DOK 4)
- Assess the impact of social class on family structure by racial/ethnic characteristics. (DOK 3)
- Hypothesize about the effects of alternative family structure (one-parent, families without children, blended and gay/lesbian) may affect American society in the future. (DOK 3)
- Identify trends in American families (postponement of marriage and parenthood, cohabitation, and grandparents as parents) and hypothesize about how these trends may affect American society. (DOK 1 and 3)
- Assess the social effects of divorce on the children. (DOK 3)

Core Activities and Corresponding Instructional Methods:

1. Student completion of vocabulary worksheet.
2. Lecture utilizing PowerPoint on common themes in marriage and family.
3. Brainstorming activity with class discussion on possible views held by the three theoretical perspectives concerning marriage and family.
4. Lecture utilizing PowerPoint on identification of the stages in the family life cycle and modern modifications, including single-parent, blended and gay/lesbian families.
5. Brainstorming activity with class discussion on trends in American families and their possible effects on families in the future.
6. Small group work identifying the social effects of divorce on the children of divorce.

Assessments:

Diagnostic: pre-test, question-answer sessions, class discussion, brainstorming

Formative: teacher generated worksheets, class discussions

Summative: Chapter 14 common assessment

Curriculum Plan

Unit 9: Work and the Economy

Time/Days: 9 Days

Standards (by number): PACCS Reading and Writing for 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, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchors: R8.A.2, R8.B.1, R8.B.3

Eligible Content:

- Types of economic systems and their development
- Capitalism and socialism in theory and practice
- Pros and cons of globalization
- Trends in the US work force
- Impact of women and immigration on the workforce
- Living in poverty in America

Objectives:

- Identify key vocabulary concepts (DOK 1)
- Identify and evaluate the technological levels of preindustrial, industrial and postindustrial societies. (DOK 2)
- Critique the theoretical concepts of socialism and capitalism and how they are practiced in reality. (DOK 4)
- Analyze views held by the three theoretical perspectives on the economy. (DOK 4)
- Evaluate the impact of globalization on national and global economies. (DOK 2)
- Identify trends in the American work force (globalization and increasing numbers of immigrant workers) and hypothesize about how these trends may affect American society. (DOK 1 and 3)
- Identify trends in poverty in America (underemployment, poverty rates, and demographics) and hypothesize about how these trends may affect American society. (DOK 1 and 3)

Core Activities and Corresponding Instructional Methods:

1. Student completion of vocabulary worksheet.
2. Lecture utilizing PowerPoint on preindustrial, industrial and postindustrial societies
3. Lecture utilizing PowerPoint on the ideal types and realities of socialism and capitalism.
4. Brainstorming activity with class discussion on why there are variations in socialism and capitalism.
5. Lecture utilizing PowerPoint on the effects of globalization.
6. Brainstorming activity with class discussion on trends in the American work force their possible effects on society.
7. Small group work identifying trends in poverty.

Assessments:

Diagnostic: pre-test, question-answer sessions, class discussion, brainstorming

Formative: teacher generated worksheets, class discussions

Summative: Chapter 18 common assessment

Curriculum Plan

Unit 10: Health and Medicine

Time/Days: 9 Days

Standards (by number): PACCS Reading and Writing for 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, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchors: R8.A.2, R8.B.1, R8.B.3

Eligible Content:

- The social construction of health
- What is social epidemiology
- Disparities of health and healthcare
- Theoretical perspectives on health and medicine

Objectives:

- Identify key vocabulary concepts (DOK 1)
- Identify and evaluate the concepts of the cultural meaning of illness, the social construction of the illness experience and the social construction of medical knowledge. (DOK 2)
- Identify the social factors influencing health rates in high-income nations. (DOK 1)
- Critique the reasons behind the disparity of access to health by demographics in the United States. (DOK 4)
- Analyze the social factors of mental health and disability. (DOK 4)
- Compare and contrast access to health care in the United States with access in other countries that have either socialized medicine or universal healthcare. (DOK 3)
- Analyze views held by the three theoretical perspectives on health and medicine. (DOK 4)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

1. Student completion of vocabulary worksheet.
2. Brainstorming activity with class discussion on the concept of health as a social construction.
3. Lecture utilizing PowerPoint on the social factors on health rates in high-income nations.
4. Lecture utilizing PowerPoint on demographics of health and access to healthcare in the United States.
5. Brainstorming activity with class discussion on why mental health issues and disabilities are stigmatized.
6. Lecture utilizing PowerPoint comparing healthcare in the United States with other areas of the world.
7. Brainstorming activity with class discussion on possible views held by the three theoretical perspectives concerning health and medicine.

Assessments:

Diagnostic: pre-test, question-answer sessions, class discussion, brainstorming

Formative: teacher generated worksheets, class discussions

Summative: Chapter 19 common assessment

Checklist to Complete and Submit:
(Scan and email)

- _____ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.

- _____ The primary textbook form(s).

- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____

Please Go to Human Resources page on the Delaware Valley School District website for updated Payment form to be submitted.

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