

Summit Public Schools
Summit, New Jersey
Sociology
11th and 12th grade Elective
Semester Course

Social Studies Department

Revised by Lauren Wells 2019

Course Description: This one-semester course is designed to expose students to the basic principles and concepts of group behavior. Students will focus on examining culture, socialization, social change, group dynamics and social institutions using local, national and global examples. Equipped with an understanding of these principles and concepts, the students will then explore contemporary social problems.

Pacing Guide: for a half year course, there are 17 weeks of teaching new material a semester at SHS

Unit 1: Intro to Sociology (3 weeks)

Unit 2: The Scientific Method (3-3.5 weeks)

Unit 3: Socialization (3-3.5 weeks)

Unit 4: Culture (4-4.5 weeks)

Unit 5: Race, Class, and Gender Socialization (4-4.5 weeks)

Unit 1: Intro to Sociology

National Standards for Sociology

- 1.2 Students will compare and contrast the sociological perspective and how it differs from other social sciences.
 → 1.2.1 Impact of social context on human behavior 1.2.2 Social construction of reality 1.2.3 Sociological imagination
- 1.4 Students will identify, differentiate among, and apply a variety of sociological theories.
 → 1.4.1 Functionalist perspective 1.4.2 Conflict theory 1.4.3 Symbolic interaction

Big Ideas: Unit Objectives / Content Statement(s)

1. Sociology is the study of human behavior, and studying this subject can help us better understand the people and world around us.
2. Sociology is a science that came out of the Enlightenment Era. During this time period, people were straying away from using religious justifications to understand their circumstances and instead used observations to better grapple with the events and people around them.
3. Everyone is biased, and that is not necessarily a bad thing. In Sociology bias reflects one's perspective. The experiences we have influence the way we perceive the world around us, and these biases in turn impact the way we interact with others, for better or for worse.
4. There is no such thing as an independent choice -- everything we do is a product of a complex sequence of internal and external factors that ultimately make up who we are and how we interact with the world around us and the people in it.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

How does Sociology help us better understand the world around us?

The theories and perspectives presented and utilized in the field of Sociology give us the tools to better understand the reasons why the world is the way that it is. There is a reason why most fields today encourage students to take classes in sociology. Whether it is Mills' theory on the Sociological Imagination that helps us to understand the connection between external events and human behavior or Weber's theory on what gives us status and the implications of it, Sociology is designed to help its students get a better sense of why we are the way we are and hopefully come up with solutions on how to fix contemporary problems.

How does bias shape the way we think about people and the world around us?

Remember the time you first had dinner at a friend's house, or slept over. Why was that moment so awkward? Well, it is because we are not used to that family's particular traditions and rituals. I remember looking at my friend's family and thinking how weird it was that they drank chocolate milk instead of water, juice, or soda like we did. This is not only the story I tell, but this exemplifies the role that bias plays in our lives. Bias not only shapes the way we look at people, but this often translates into how we treat others, the opportunities we give or take away from each other, and who we choose to surround ourselves with. Bias is the reason why you get an interview or don't why you go on a date with someone or don't, or why we get a housing loan or don't. The problem with teaching and eradicating bias is that many times, we do not know we are acting upon them because they are implicit in our thought processes. Understanding where bias derived from will hopefully help us to be better able to call them out and eventually minimize their effects.

There is no such thing as an independent choice. Everything we do from the clothes we wear, the music we listen to, the job we have, who we love, and who we choose not to are all a product of

<p>How do internal and external factors shape our everyday behaviors?</p>	<p>something that has happened to us. For example, I decided I wanted to be a history teacher when I was thirteen. I thought I was making such a big choice, but little did I know at the time, that the choice was made for me. Not only did I have a great teacher, but my mom is a teacher and I have 12 aunts and uncles and great relatives that are in education. I did not make this choice independently. Getting not only students but all of humanity really to realize that everything happens because of both internal and external factors will help us to better understand how we got to the point at which we are at right now.</p>
<p>Areas of Focus: Proficiencies (Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will be engaged in the following content in this unit:</p> <ol style="list-style-type: none"> 1. Why Study Sociology (1.2) 2. The Sociological Perspective (1.2) 3. The Role of Bias (1.4) 4. The Founding Theorists (1.4) 5. Freud's id, ego, and superego (1.4) 6. The Sociological Imagination (1.2) 	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Students will be able to define what the study of sociology is and discover why sociology ultimately helps us better understand ourselves and the world around us. • Students will be able to analyze how our perspective (point of view) gets shaped and how that impacts the way we perceive events and people and clouds our judgement of them. • Students will be able to determine and discuss how bias (both positive/negative) ultimately leads to stereotyping and overt generalizations. • Students will be able to research how the field of Sociology started and argue how the field of Sociology helped Sociologists better understand the social problems occurring around them. • Students will be able to determine how both internal and external factors influence how and why we make certain decisions and why we have certain behaviors. <p>Sample Assessments (formative):</p> <ul style="list-style-type: none"> • Baseline Assessment • Importance of perspective observation activity • Danger of a Single Story exit ticket • Intro to Sociology Scavenger Hunt • Id, ego, and superego analysis • Sociological Imagination Practice <p>Projects/Post Assessment (summative)</p> <ul style="list-style-type: none"> • 6 word memoir reflection and rubric • Theorist Research and presentations • Intro to Sociology Quiz (online) <p>Instructional Strategies</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • <i>American History</i> -- students study WEB DuBois' theory on social agitation made popular during the Progressive Era to understand the founding of Sociology as well as utilize photographs from the Great Depression to practice and see the theory of the sociological imagination.

- *European History* -- students will be grounded in European History when we study the founding of the field during the Enlightenment era in Europe.
- *Psychology* -- students will understand that our decision making process is not only guided by our environment and personal histories, but also guided by complex psychology, a lesson made possible through utilizing Freud's Theory of the id, ego, and superego.
- *English/Language Arts* -- students will utilize written responses in order to reflect on their learning as evident during the bias lesson.

Technology Integration

- Students will research using their ChromeBooks during the theorists of Sociology lesson
- Students will use their ChromeBooks to reflect and submit their work on Google Classroom
- Students will take the summative unit assessment using Google Forms on their ChromeBook.
- Outside of the class, the teacher will post all unit materials on Google Classroom as well as on their website to further use technology to support students.

Media Literacy Integration

- Throughout the unit students will be utilizing multiple forms of communication. Students are expected to use written communication in order to demonstrate their learning and thinking as well as present on their findings.
- Research, reflection, and presentation are also essential skills that will be utilized throughout every lesson and assessment.
- The usage of reliable sources as well as ways in which to use technology to supplement, not replace learning is also highlighted in this unit of study.

Global Perspectives

- Sociology is not an American construct, so the field itself is inherently global. Students will see how this field of Sociology got it start overseas and how eventually Americas came to use it to help them explain the protest and social issues plaguing the public at the start of the 20th century.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group

Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	With the Internet / Software
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Resources used in the unit:

- [Danger of a Single Story TedTalk](#) -- Chimamanda Ngozi Adichie
- Little Red Riding Hood [Wolf's Perspective](#)
What is **Sociology** [Crash Course](#)
- Cat in the Hat story

Additional resources for teachers:

- [American Sociological Association](#)
- [National Standards for High School Sociology](#)
- [Implicit Bias](#)
- [IAT Tests](#) -- Harvard University project implicit
- Sociological Imagination and College Enrollment [Reading](#)
- [Viewing cultures](#) using the sociological imagination
- The SuperBowl as a sociological construct [Reading](#)
- Weber's classical social theory [reading](#)

Unit 1: Vocabulary, People, and Theories

Vocabulary:

Sociology
Microsociology
Macrosociology
Functionalist Perspective
Conflict Perspective
Interactionist Perspective
Confirmation Bias
Hindsight Bias
Illusory Correlation
Belief Perseverance
Id, ego, and superego

People:

Auguste Comte
Max Weber
Karl Marx
Emile Durkheim
Harriet Martineau
WEB DuBois

Theories:

The Sociological Perspective
Feminist Theory
WEB DuBois theory on double consciousness
Max Weber's theory on Status (wealth, power, prestige)
Emile Durkheim's scientific method
Freud's theory of the id, ego, and superego
Karl Marx's Conflict Theory
C. Wright Mills' theory of Sociological Imagination

Unit 2: The Scientific Method

National Standards for Sociology

- 1.1 Students will identify sociology as a scientific field of inquiry
 → 1.1.1 Scientific method 1.1.2 Hypotheses 1.1.3 Independent and dependent variables 1.1.4 Scientific study of society
- 1.2 Students will compare and contrast the sociological perspective and how it differs from other social sciences.
 → 1.2.1 Impact of social context on human behavior 1.2.2 Social construction of reality 1.2.3 Sociological imagination
- 1.3 Students will evaluate the strengths and weaknesses of the major methods of sociological research.
 → 1.3.1 Surveys and interviews 1.3.2 Experiments 1.3.3 Observations 1.3.4 Content analysis 1.3.5 Research ethics
- 1.4 Students will identify, differentiate among, and apply a variety of sociological theories.
 → 1.4.1 Functionalist perspective 1.4.2 Conflict theory 1.4.3 Symbolic interaction

Big Ideas: (Unit Objectives / Content Statement(s))

1. Sociology is more than just observing the world around you, it is about finding solutions to social problems.
2. Sociological research is conducted to better help us understand why people behave the way that they do. If we can understand human behaviors, we can begin to dismantle stereotyping, preconceived notions, and behavior that we would have otherwise thought to be weird and unsettling.
3. Research is used in sociology to test and confront what we perceive to be common sense assumptions. A sociologist questions everything, and research is conducted in order to allow us to do so.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

How does sociological research impact the way in which we see how humans relate to one another and how they are impacted by various influences around them?

How do both internal and external factors shape the way we relate to one another?

How can deeper societal issues be solved through sociological research?

Enduring Understandings

What will students understand about the big ideas?

As learned in the previous unit, the field of Sociology grew out of the Enlightenment Era when people began to question their reliance on religion to help them understand life's bigger issues. It was at this turning point that people began to observe the world around them in order to figure out why social issues were persistent. From this starting point, Sociologists use research in order to better understand why the world is the way that it is and to eventually prevent them from occurring in the future.

The question at the heart of the field of Sociology is how much of us are we born with, and how much of us is what has happened to and around us. The experiments utilized in this unit: The Milgram Experiment, The Stanford Prison Experiment, and the Bystander Effect, help us start this conversation. All of these experiments test the role that conformity play in our lives and links how we have been socialized to how we interact with the world around us. For example, in the Milgram Experiment we observe the human behaviors that enable an ordinary human to inflict life-threatening danger on another. Studying this allows sociologists to better understand why we behave the way that we do in order to better grapple with why our social environment is the way it currently is.

The overall goal of a sociologist is to solve current social ills. We can do this though research -- understanding where the social issue originates and who is impacted by it will eventually lead us to potential solutions. This overarching goal of sociology will be woven into the subsequent units of this course when we examine current problems and look toward finding solutions. Learning the theory is essential to the field, but it means nothing if we as Sociologists to not do anything with these observations.

Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will be engaged in the following content in this unit:</p> <ol style="list-style-type: none"> 1. The Scientific Method (1.1, 1.2, 1.3) 2. Survey Project (1.1, 1.2, 1.3) 3. The Milgram Experiment (1.1, 1.2, 1.3, 1.4) 4. The Stanford Prison Experiment (1.1, 1.2, 1.3, 1.4) 5. The Bystander Effect (1.1, 1.2, 1.3, 1.4) 6. Survey Presentations (1.1, 1.2, 1.3, 1.4) 	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Through their own Sociological research, students will be able to discover how social scientists use data to design, research, and use various theories to explain and remedy a variety of social happenings. • Students will be able to Apply the scientific method to the Milgram experiment and identify the dependent and independent variables, hypothesis, method of collecting data, and his theory; Examine the role of the teacher, learner, and the experimenter; Analyze the data collected by Milgram and draw conclusions about obedience in free societies • Students will be able to examine and explain the role that authority and obedience make in a person's overall patterns of behavior. • Students will be able to evaluate and argue the importance of using ethics when conducting sociological research. • Students will be able to identify and explain several external factors including environment and past experiences in order to explain why individuals become a "bystander." <p>Sample Assessments (formative):</p> <ul style="list-style-type: none"> • Milgram experiment observations • Stanford Prison Experiment observations • Student generated questions during survey presentation <p>Projects/Post Assessment (summative)</p> <ul style="list-style-type: none"> • Survey Project and project rubric • Individual survey reflection • Scientific method quiz (online) <p>Instructional Strategies:</p> <p><i>Interdisciplinary Connections</i></p> <ul style="list-style-type: none"> • <i>History</i> -- when studying these social experiments, students will understand the context in which they were implemented -- for example the Milgram experiment was conducted to better understand the validity behind the Nazi's excuse at Nuremberg that they were simply following orders. • <i>Psychology</i> -- students will examine social psychological experiments such as the Milgram and Stanford Prison Experiment to better understand the origins of human behavior. • <i>English/Language Arts</i> -- students will utilize written responses in order to reflect on their learning as evident during the survey project. <p><i>Technology Integration</i></p> <ul style="list-style-type: none"> • Students will research using their ChromeBooks, specifically Google Forms during the survey project. • Students will use their ChromeBooks to reflect on their survey experience and submit their work on Google Classroom.

	<ul style="list-style-type: none"> Students will create a presentation of their findings on the survey using Google Sheets as well as submit their work on Google Classroom. Students will take the summative unit assessment using Google Forms on their ChromeBook. Outside of the class, the teacher will post all unit materials on Google Classroom as well as on their website to further use technology to support students. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> Throughout the unit students will be utilizing multiple forms of communication. Students are expected to use written communication in order to demonstrate their learning and thinking as well as present on their findings. Research, reflection, and presentation are also essential skills that will be utilized throughout every lesson and assessment. The usage of reliable sources as well as ways in which to use technology to supplement, not replace learning is also highlighted in this unit of study. <p>Global Perspectives</p> <ul style="list-style-type: none"> Students will be obtaining the skills of sociological research and question which we will utilize as we continue to study the origins and importance of human behavior, something that can better help us understand variants in global cultures and behaviors.
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Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	With the Internet / Software
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		
Intervention Strategies		

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Resources used in the class

- Sociological research [crash course](#)
- Stanley Milgram's Obedience and Authority [experiment](#)
- ABC News -- [Milgram Experiment redo](#)
- The Stanford Prison Experiment [video](#)
- Bystander Effect [video](#)

Additional Resources for Teachers:

- ASA Sociological Research Methods [article](#)
- Sociological research methods [article](#)
- [Creating a hypothesis and testing its validity](#)
- Sociology Research Methods: Intro to Sociology Lesson Plans [site](#)
- Milgram experiment [reading](#)
- How Would People Behave in Milgram's Experiment Today [article](#)
- The Milgram Shock Experiment [article](#)
- Zimbardo [Reading](#)
- Stanford University article on the Stanford Prison [Experiment](#)
- Demonstrating the Power of Social Situations via a Simulated Prison Experiment [Article](#)
- The Real Lesson of the Stanford Prison Experiment [article](#)
- The Stanford Prison Experiment; Roles Define your Behavior [article](#)
- Kitty Genovese [reading](#)
- The Bystander Apathy Experiment Explained [article](#)
- Researchers Found the 'Bystander Effect' in 5-Year-Olds [article](#)

Unit 2: Vocabulary, People, and Theories

Vocabulary

The Scientific Method
Survey
Population
Sample
Closed-Ended Questions
Open-Ended Questions
Dependent Variable
Independent Variable

People

Emile Durkheim's Scientific Method
Stanley Milgram
Phillip Zimbardo
Kitty Genovese
Bibb Latane and John Darley

Theories

Diffusion of Responsibility
Conformity
Perceived authority
Dehumanization
The Bystander Effect

Unit 3: Socialization

National Standards for Sociology

- 2.3 Students will evaluate important social institutions and how they respond to social needs.
 → 2.3.1 Social institutions such as: family, education, religion, economy, and government 2.3.2 Social statuses and roles
- 3.1 Students will describe the process of socialization across the life course.
 → 3.1.1 Primary agents of socialization: family, peers, media, schools, and religion 3.1.2 Deviance and conformity
- 3.2 Students will explain the process of the social construction of the self.
 → 3.2.1 I & me 3.2.2 Role-taking 3.2.3 Generalized other 3.2.4 Identity
- 3.3 Students will examine the social construction of groups and their impact on the life chances of individuals.
 → 3.3.1 Reference groups 3.3.2 Primary and secondary groups 3.3.3 In-groups and out-groups

Big Ideas: (Unit Objectives / Content Statement(s))

1. We are a product of our environment. Whether or not we know or like it, we are who we are because of the people and events that have happened to and/or around us. Everything from the music we listen to, to who we end up socializing with is all a product of being shaped and molded through our experiences.
2. There are many sources of socialization -- family, media, school, and peers just to name a few. These of course work in concert with one another to make up who we are currently.
3. The socialization process is unconscious. You can not choose when to and when not to be socialized. This process is also lifelong. We are constantly being socialized and consequently, we are constantly changing.
4. Socialization happens the moment one is born. Family (or, the big people around a child) teach them how to be a person, teach them values, and of course through their geographical location ultimately chooses who they will socialize with and the opportunities they are given/not given.
5. Media is an extremely important form of socialization. Especially with the advent of social media, we shape our real selves to mirror what we see through media. This starts at birth through children's media such as books and shows like Sesame Street and continues well into adulthood with social media platforms at our disposal constantly. The danger here is, is that we can not directly converse with the media that we shape our real lives around. Consequently, we often emerge with a warped sense of self and reality because of it.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

How do influences both internal and external shape and mold a person into becoming socialized in modern society?

How does the socialization process impact the way in which we see ourselves?

Who are we without society?

Enduring Understandings

What will students understand about the big ideas?

The guiding question that the field of sociology tries to answer is why are we the way that we are? What causes us to have the behaviors, attitudes, interests, and relationships that we do? This unit focuses around learning how we learn our norms and seeks to understand how the things, people, and places around us have made us who we are. We specifically do a case study on the media: both children's and social media to dive deeply in understanding the impact that these agents have on our development.

Not only does socialization shape our external behaviors and characteristics, but socialization shapes how we see ourselves as well. The socialization process is all about developing the "self" and our "personality." While this is a necessary process, many of us develop negative feelings and attitudes through socialization. There is a theory: The Looking Glass Self that states that we develop how we think about ourselves based on what we think others think about us. Notice how I did not say "based on what we know..." but what we think. So, this theory and the analysis behind it is an essential component to understanding who we are as a person and how we got here.

Throughout this unit, we study the impact that we have on one another. The end of this unit focuses on the opposite of that. Looking at case studies of isolationism proves to students that we truly are important to one another. We all have an influence over one another, and there is no better understanding of that concept

	than looking at studies of people who did not have the necessary socialization to succeed.
Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will be engaged in the following content in this unit:</p> <ol style="list-style-type: none"> 1. Agents of Socialization (2.3, 3.1, 3.2) 2. Behaviors shaped through socialization (2.3, 3.1, 3.2) 3. The Theory of the Looking Glass Self (3.2, 3.3) 4. Children's Media and Socialization (2.3, 3.1, 3.2, 3.3, 3.4) 5. Impact of Media on Socialization (2.3, 3.1, 3.2, 3.3, 3.4) 6. Isolationism (3.1, 3.3, 3.4) 	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Students will be able to define and discuss the role of socialization in shaping the way in which people interact with one another as well as how they have personally been shaped by the agents of socialization. • Students will be able to analyze and discuss the role and importance that environment has in shaping and molding one's own self identity. • Students will be able to discuss and debate the reasons why and how children are socialized into behaving in American society through the media, especially, children's media (books/Sesame Street) • Students will be able to determine and explain the various ways in which adolescents are impacted and influenced by the media in the process of socialization by researching and discussing the media's social and psychological impact. • Students will be able to analyze and debate the importance of social interaction in human development by viewing the true case of Genie and discuss the correlation between human interaction and human development. <p>Sample Assessments (formative):</p> <ul style="list-style-type: none"> • Socialization scavenger hunt • Agents of socialization four corners activity • Isolationism case study analysis • The Looking Glass self activity • Whole class discussions <p>Projects/Post Assessment (summative)</p> <ul style="list-style-type: none"> • "How To" Books and debrief • Children's Book analysis • Role of the media socratic seminar • Socialization quiz <p>Instructional Strategies:</p> <p><i>Interdisciplinary Connections</i></p> <ul style="list-style-type: none"> • <i>English/Language Arts</i> -- students will be analyzing children's books in order to look for the explicit and implicit messages that are in this form of media. Students will also be engaging with current events articles to analyze the impact of media on young adult's socialization. • <i>Psychology</i> -- students will be engaging with social psychological case studies in order to see the detrimental impacts of isolationism on human development. <p><i>Technology Integration</i></p> <ul style="list-style-type: none"> • Students will research using their ChromeBooks during the role of the media socratic seminar activity. • Students will use their ChromeBooks to reflect on their children's books and submit their work on Google Classroom.

- Students will create their how to books on Google Slides/Docs.
- Students will take the summative unit assessment using Google Forms on their ChromeBook.
- Outside of the class, the teacher will post all unit materials on Google Classroom as well as on their website to further use technology to support students.

Media Literacy Integration

- Throughout the unit students will be utilizing multiple forms of communication. Students are expected to use written communication in order to demonstrate their learning and thinking as well as present on their findings.
- During socratic seminar discussions, not only are students expected to discuss their findings, but they are also given an opportunity to continue the conversation on an online platform provided to them on Google Classroom.
- Research, reflection, and presentation are also essential skills that will be utilized throughout every lesson and assessment.
- The usage of reliable sources as well as ways in which to use technology to supplement, not replace learning is also highlighted in this unit of study.

Global Perspectives

- The purpose of studying socialization is to see how human behavior is shaped through experiences and surroundings. Looking at human behavior will help us to better understand the differences and eccentricities between us. Inherently, this will begin to tear down stereotypes and preconceived notions about people from varying cultures and hopefully, eliminate conflict among them.

Supports for English Language Learners

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	With the Internet / Software
Videos & Film		In the home language
Broadcasts		With mentors

Models & Figures		
Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Text and resources:

Resources used in the class:

- Socialization Crash Course [video](#)
- Anna and Isabel case study [reading](#)
- Genie case study video
- Harry harlow's experiment video
- Dr. Tronick still face experiment

Additional Resources For Teachers:

- Socialization [article](#)
- Theories of Socialization [article](#)
- Agents of Socialization [video](#)
- Examining Early Childhood Gender Socialization Through Children 's Picture Books [article](#)
- Young children's picture-books as a forum for the socialization of emotion [article](#)
- Children's Books That Tackle Race and Ethnicity [article](#)
- 'Sesame Street' fights gun-violence trauma in Chicago with the help of hometown hero Cookie Monster [article](#)
- 7 Times *Sesame Street* Taught Kids About Real Life [article](#)
- How Social Isolation is Killing Us [article](#)
- Isabelle: The case of extreme isolationism [article](#)
- Starved, tortured, forgotten: Genie, the feral child who left a mark on researchers [article](#)
- Media and Reality [activity](#)

Unit 3: Vocabulary, People, and Theories

Vocabulary

Socialization

Agents of Socialization (family, media, school, peers)

Gender Socialization

Cultural Socialization

Anticipatory Socialization

The Hidden Curriculum

Isolationism

Total Institutions

Desocialization

Resocialization

People

Charles Cooley

Dr. Tronick's isolation experiment

Harry Harlow

The case study of Anna and Isabel

Genie

Theories

The Looking Glass Self

Isolationism

Nature vs. Nurture

Unit 4: Culture

National Standards for Sociology

- 2.1** Students will describe the components of culture.
 → 2.1.1 Nonmaterial culture, including norms and values 2.1.2 Material culture 2.1.3 Subcultures
- 2.2** Students will analyze how culture influences individuals, including themselves.
 → 2.2.1 Ethnocentrism 2.2.2 Cultural relativity 2.2.3 Culture shock 2.2.4 American values
- 2.4** Students will assess how social institutions and cultures change and evolve.
 → 2.4.1 Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age 2.4.2 Countercultures 2.4.3 Social movements

Big Ideas: (Unit Objectives / Content Statement(s))

1. The culture in which we have been born into has a profound impact on who we are as a person. What we value, how we speak, who we interact with, and the opportunities we have/do not have all stem from the culture in which we were raised in.
2. Just because you were born into a particular environment does not mean you will automatically fit in. Individuals can get pushed out for even perceived deviance. What happens to these individuals who get pushed out? What caused them to get pushed out? And what happens to them as a result of getting pushed out of their culture?
3. We are beholden to our social norms. Whether we are conscious of it or not, we behave the way that we do because we are either looking to get rewarded for adhering to or avoiding getting punished for going against the social norm. However, many of us do not break norms consciously. We may break norms for simply who we are -- a particular race, sexual orientation, gender, nationality, and even the language we speak can cause us to break a given culture's social norms. This then in turn causes people to either have opportunities or have their opportunities taken away.
4. Cultural values causing conflict among people within and without cultures. We may feel ethnocentric towards our own beliefs and values or xenocentric towards our own beliefs or values. These values are what we in a particular culture strive the most to uphold, and if someone goes against your and your culture's values, then these individuals are often pushed out of the mainstream culture as a result.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

Where do social norms originate and how do they both give and take away opportunities from individuals in a given culture?

The focus of this unit is to uncover why and how we adhere to social norms. Plain and simple, social norms are a product of us wanting to make sure our cultural values are upheld. For example, in America we vote to uphold our values of democracy. Why do we get annoyed when someone pays with all change in line? Because we value our time. The fact that norms uphold our values is the main reason why most people get offended and conflict ensues. We have seen this throughout American history as we constantly seek to define who is American and who is not, who gets rights and who does not, who has opportunities and who does not. The problem with this strict protocol of adhering to social norms is that for those who do not follow this code of conduct, they are pushed out of the mainstream culture and as a result, opportunities are then taken from them.

What causes people to act deviantly and how does society respond to that deviance?

The root of most cultural conflicts is the idea of perceived deviance. We may not be conscious about the norms we uphold and we are even less conscious of the norms we are breaking. Breaking norms are not simply the by-product of ignorance. You can and do break norms for being who you are -- your race, class, gender, sexual orientation, religion, language, national origin, and many other statuses that are ascribed to us from birth. As described earlier, this then in turn causes people to have opportunities, rights, and successes taken away from them.

How can we as global citizens evaluate cultures, norms, and practices without judgement or bias to alleviate conflict?

In order to begin to alleviate the aforementioned conflict and stripping of rights and opportunities from people, Sociology offers principles and theories to help us better understand cultural

	<p>differences. The theory of cultural relativism asks us to evaluate cultures not based on our own values, but based on their values and norms. Likewise, using cultural universals allows us to evaluate global cultures from an unbiased perspective. Since Sociologists strive to find a cure for current social problems, then better understanding people for who they are and how they have been shaped by their culture is one way to begin to eradicate cultural and social conflict in the long term.</p>
Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will be engaged in the following content in this unit:</p> <ol style="list-style-type: none"> 1. What is culture (2.1) 2. The Miniature Earth Project (2.1) 3. The theory of Cultural Relativism (2.2) 4. The social construction of Deviance (2.2) 5. Cultural universals project using archives from the Metropolitan Museum of Art (2.2, 2.3) 6. Countercultures, Subcultures, and Cults (2.2, 2.3) 	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Students will be able to examine the important role of culture on their lives and discover the way in which it shapes the way in which people interact with one another. • Through a discovery activity, students will analyze how cultures around the world live as well as become acquainted with the practices and values of cultures globally. • Students will be able to analyze the external factors that cause individuals and groups to become deviant and evaluate how society responds to deviance through doing fieldwork of their own. • Students will be able to examine the role and argue the importance of the theory of cultural relativism to better our understanding of the differences and similarities between cultures. • Students will be able to examine how various cultures are both similar and different using varying cultural universals as a measuring stick for evaluation. • Students will be able to determine what factors push individuals to form countercultures and subcultures and how society reacts to their existence through research, analysis, and discussion. <p>Sample Assessments (formative):</p> <ul style="list-style-type: none"> • The culture iceberg • Culture four corners activity • The Miniature Earth Project activity • What is deviance activity • ingroups/outgroups activity • Cults mind mapping <p>Projects/Post Assessment (summative)</p> <ul style="list-style-type: none"> • Culture of Summit High School activity • Breaking a Social Norm project and reflection • Breaking a Social Norm socratic seminar • Cultural Universals project and reflection • Cultural Universals socratic seminar • Culture quiz <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • <i>Geography</i> -- students will be engaging with the miniature earth project which sets out to reveal students implicit biases toward geography and global cultures such as the types of languages spoken, religions practices, and population sizes.

- *United States History* -- Students will be analyzing and engaging with the Jonestown case study. Students will be evaluating this horrid event in American history through the lens of how he tapped into people who desperate and discriminated against during the 1960s and 1970s in American society in order to carry out his cult.
- *Visual Arts* -- students will be applying the concept of cultural universals in order to compare cultural values and practices through using ancient and modern artifacts from the Metropolitan Museum of Art.

Technology Integration

- Students will research using their ChromeBooks during the cultural universals analysis project.
- Students will use their ChromeBooks to reflect on their experiences during the Breaking a Social Norm activity.
- Students will take the summative unit assessment using Google Forms on their ChromeBook.
- Outside of the class, the teacher will post all unit materials on Google Classroom as well as on their website to further use technology to support students.

Media Literacy Integration

- Throughout the unit students will be utilizing multiple forms of communication. Students are expected to use written communication in order to demonstrate their learning and thinking as well as present on their findings.
- During socratic seminar discussions, not only are students expected to discuss their findings, but they are also given an opportunity to continue the conversation on an online platform provided to them on Google Classroom.
- Research, reflection, and presentation are also essential skills that will be utilized throughout every lesson and assessment.
- The usage of reliable sources as well as ways in which to use technology to supplement, not replace learning is also highlighted in this unit of study.

Global Perspectives

- This unit is the epitome of stressing the importance of using sociological theories and principles to better understand global cultures. Throughout the unit we will be looking at ways in which to check our own biases in order to alleviate cultural conflicts that arise due to the perception that what is different is inherently wrong.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups

Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	With the Internet / Software
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Text and resources:

Resources used in the class :

- Culture [crash course](#) (symbols, values and norms)
- Countercultures and subcultures [crash course](#)
- Miniature earth project statistics and video
- Twilight Zone *Eye of the Beholder* Video
- *Body Rituals Among the Nacirema* [article](#)
- Metropolitan museum of art website
- Jonestown case study

Additional Resources for Teachers:

- Violating social norms [reading](#)
- Intro to teaching Culture [article](#)
- Culture in Action [article](#)
- Deviance and conformity [activity](#)
- Causes and consequences of Social Change [article](#)
- Theories of Social Change [article](#)

Unit 4: Vocabulary and Theories

Vocabulary

- Culture
- Material culture
- Non-Material culture
- Language
- Symbols
- Values
- Social norms
- More
- Folkway
- Deviance
- Positive Deviance
- Negative Deviance
- Positive Sanction
- Negative Sanction
- Structural Strain Theory
- Conflict Theory
- Functionalist Theory
- Labeling Theory
- Cultural Universals
- Mainstream Culture
- Ethnocentrism
- Xenocentrism
- Countercultures
- Subcultures
- Cults

Theories

- Multiculturalism
- Cultural relativism
- Groupthink

Unit 5: Race, Class, and Gender Socialization

National Standards for Sociology

- 4.1 Students will identify common patterns of social inequality.
 → 4.1.1 Privilege 4.1.2 Power 4.1.3 Racial and ethnic inequality 4.1.4 Class inequality 4.1.5 Gender inequality
- 4.2 Students will analyze the effects of social inequality on groups and individuals
 → 4.2.1 Life chances 4.2.2 Social problems 4.2.3 Inter- and intra-group conflict
- 4.3 Students will explain the relationship between social institutions and inequality.
 → 4.3.1 Distribution of power through social institutions 4.3.2 Potential of institutions to produce, reinforce, or challenge inequality
- 4.4 Students will assess responses to social inequality.
 → 4.4.1 Individual responses to inequality 4.4.2 Group responses to inequality such as social movements 4.4.3 Social policy responses to inequality

Big Ideas: (Unit Objectives / Content Statement(s))

- Racism, classism, sexism, ageism, heterosexism, and any other form of prejudice and/or discrimination are not inherited -- they are a man made construction. These are learned behaviors and if we want to end these forms of prejudice to cease to exist, then we need to learn where they come from and seek to combat the negative stereotypes and images that fuel these forms of hatred through education and representation.
- Prejudicial thought turns into discriminatory action. Current social inequities exist because governments, municipalities, individuals, and groups are acting upon their long held biases.
- A problem with combating current inequities and glass ceilings is that most of them are widely executed and propped up through implicit bias. We must work to call out our implicit biases if we want to combat these inequities from staying a functionalist part of our society.
- Many of these stereotypes and biases toward various races, social classes, and genders are still pervasive because there is a lack of representation of people who do not fit into these stereotypical images. You can not be what you can not see, and if we do not see that there is any other option for us, then most of us adhere to stereotypes because that is what we are most exposed to.
- This whole unit of study is the conglomeration of every theory and concept that we have studied up until this point. In this unit we seek to analyze how the other becomes the other, and how the other is treated. The othering of various groups such as black, gay, poor, muslim, Americans is at the root of current social inequities. While this othering is a problem for many many reasons, perhaps the largest social ill caused from this is the fact that relying on stereotypes then translates into a lack of opportunity for these discriminated against groups. This is the reason why we currently have a large gap between the haves and the have-nots.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

How are the concepts of race, class, and gender socially constructed, and why do they continue to be a functionalist part of our society.

Where do biases originate? How do biases shape and change our perspective of people, the world around us and ourselves?

Enduring Understandings

What will students understand about the big ideas?

Experiments like the Brown Eyed/Blue Eyed test show us that racism and discrimination are learned behaviors. These “isms” continue to exist for a variety of factors, but their origins can be traced to Freud’s theory of the “id.” If our personal safety and security is threatened in any way, we react because it is our most primal instinct to do so. This unit seeks to not only analyze the origins of prejudice and discrimination, but begin to strip away the stereotypes of groups/individuals who are discriminated against so that these man made creations can cease to hurt those who have been othered by them.

Not only are students learning why these constructs are created, but they are also learning why they are as well. Through analyzing varying forms of media, students will analyze and argue how the world around them has socialized them into varying “isms.” There is perhaps no greater example of how socialization distorts the way in which we perceive others and ourselves than the Doll Test. This experiment revealed that due to the pervasive archetypical and stereotypical images and words we have been exposed to about groups that have been “othered” we implicitly have bought into these labels. During this experiment, even black children believed that the black doll was bad and the white doll was good. This is the

<p>How are the strict social constructions of race, class, and gender linked to systemic social inequities present in American society today and the formation of current ingroups and outgroups?</p>	<p>reason why stereotype and labeling are not only important to learn, but even more important to eradicate.</p> <p>At the heart of sociology lies the question -- how are individuals and groups being impacted by current social constructs. The emphasis of this last section is not on theory, but on the people who are impacted by what we studied previously in the semester. This unit focuses on the fact that those who have been “othered” have for one reason or another (or multiple) broken social norms and values. Therefore, because of their ascribed discretion, their opportunities and rights have been taken away. How individuals and groups have been historically and currently impacted by this, and why this othering continues is the central crux of this unit on race, class, and gender socialization.</p>
<p>Areas of Focus: Proficiencies (Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will be engaged in the following content in this unit:</p> <ol style="list-style-type: none"> 1. Racial discrimination/prejudice (4.1, 4.2, 4.3, 4.4) 2. Social Stratification (4.1, 4.2, 4.3, 4.4) 3. Social inequities (4.1, 4.2, 4.3, 4.4) 4. Gender Socialization (4.1, 4.2, 4.3, 4.4) 5. Biological differences between men/women (4.1, 4.2, 4.3, 4.4) 6. Case study on masculinity in America (4.1, 4.2, 4.3, 4.4) 	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • During the course of a lesson on race and discrimination in context of communities, students will analyze and discuss how prejudice impacts and shapes the opportunities of members of the community in which they live. • Students will be able to determine how and why social hierarchies are created and and argue the current function that social hierarchies play in current social inequities today. • Students will be able to research and discuss current social inequities facing Americans and apply sociological concepts to better understand why they are occurring. • Students will be able to define and analyze the ways in which family, school, peers, and the media influence people into accepting and adhering to ideals for both males and females. • Students will be able to discuss the biological differences between and analyze how that then translates into the socialization of hypermasculinity and hyperfemininity. • Through a case study of modern masculinity, students will be able to analyze and argue how those who do not adhere to strict gender norms are negatively impacted socially, emotionally, and physically as a result. <p>Sample Assessments (formative):</p> <ul style="list-style-type: none"> • Life Happens Game and debrief • Gender socialization skits discovery activity • Gender Socialization scavenger hunt • Brown Eyed/Blue Eyed case study analysis • Social stratification four corners activity <p>Projects/Post Assessment (summative)</p> <ul style="list-style-type: none"> • Social inequities research and socratic seminar • Class divide socratic seminar • Gender Socialization socratic seminar • Race, Class, and Gender quiz <p>Instructional Strategies: <i>Interdisciplinary Connections</i></p>

- *Biological Science* -- students will be engaging with the biological differences between men and women in order to see how these sight differences have been exploited into hyper masculinity and femininity.
- *English/Language Arts* -- students will be analyzing current events articles on social inequities.
- *History* -- students will be analyzing historical examples of racism, classism, and sexism.

Technology Integration

- Students will research using their ChromeBooks during the gender socialization scavenger hunt activity analysis project.
- Students will take the summative unit assessment using Google Forms on their ChromeBook.
- Outside of the class, the teacher will post all unit materials on Google Classroom as well as on their website to further use technology to support students.

Media Literacy Integration

- Throughout the unit students will be utilizing multiple forms of communication. Students are expected to use written communication in order to demonstrate their learning and thinking as well as present on their findings.
- During socratic seminar discussions, not only are students expected to discuss their findings, but they are also given an opportunity to continue the conversation on an online platform provided to them on Google Classroom.
- Research, reflection, and presentation are also essential skills that will be utilized throughout every lesson and assessment.
- The usage of reliable sources as well as ways in which to use technology to supplement, not replace learning is also highlighted in this unit of study.

Global Perspectives

- Throughout this unit, we will be analyzing how race, prejudice, classism, and sexism specifically are not only american constructs and problems. The way in which this global connection is most explicit is during our gender conversation in which we start this discussion by analyzing how global cultures socialize their men into behaving in a similar way.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups

Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	With the Internet / Software
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Text and resources:

Resources used in the class:

- Brown Eyed/Blue eyed [experiment](#)
- Doll Test [experiment](#)
- Life Happens Game
- Documentary -- *Class Divide*
- *Is Anatomy Destiny* [TedTalk](#)
- Documentary -- *The Mask You Live In*
- The many ways society makes a man -- [National Geographic article](#)
- Kids respond to gender norms -- National Geographic [video](#)
- David Peter Reimer [case study](#)

Additional Resources for Teachers:

- Police involved shooting [statistics](#)
- Social construction of race [Reading](#)
- Mass Incarceration [Reading](#)
- Racial Profiling [Reading](#)
- Race in America [Reading](#)
- Kerry Washington and Aziz Ansari Trade Racist Casting Horror Stories [video/article](#)
- A Path to Mobility [reading](#)
- Minimum Wage [reading](#)
- Inequality in the United States [reading](#)
- Income Inequality in the United States [reading](#)
- Why are cities still so segregated [video](#)
- What is Privilege [video](#)

- APA issues first-ever guidelines for practice with men and boys [article](#)
- Socioopoly [game](#)
- The sociological uses of musical chairs [game](#)
- Income inequality (the brownies) [game](#)
- Knowledge of the hidden rules of social class [activity](#)
- Changing the meaning of race [reading](#)
- Coin toss to explore social inequality [activity](#)

Unit 5: Vocabulary and People

Vocabulary

Minority populations

Majority populations

Discrimination

Prejudice

Fair-Weather Liberal

All-Weather Liberal

Timid Bigot

Active Bigot

Heretosexism

Classism

Ageism

Ableism

Institutional Discrimination

De-Facto Segregation

De Jure Segregation

Social Stratification

Ascribed Status

Achieved Status

Social Mobility

Open System

Closed System

Glass Ceiling

Horizontal Mobility

Vertical Mobility

Intergenerational Mobility

Equality

Equity

Privilege

Gentrification

Sex

Gender

Gender Identity

Gender Expression

Biological Sex

Sexual Orientation

Masculinity (hypermasculinity)

Femininity (hyperfemininity)

People

Robert K. Merton

Max Weber (wealth, power, prestige and status)

Addendum -- Overall Resources for Sociology Teachers:

Links/Websites/Blogs

- [Introsocsite: Introduction to Sociology](#)
- NYU goals for teaching [Sociology](#)
- Curriculum [guide](#)
- Exercises and resources by unit [website](#)
- American Sociological Association [guide to teaching Sociology](#)
- Teaching Sociology -- Tools to start a new semester [articles](#)
- The Society Pages -- collection of [articles](#)
- Sociology Source -- collection of [articles by unit](#)
- [Glossary](#) of sociological terms
-

Books:

- *Down to Earth Sociology* by James M. Henslin
- Intro to Sociology -- textbook ([PDF here](#))
- *Teaching Sociology Successfully* by Andrew Jones

Curricular Addendum

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

Instructional Strategies: Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading