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| **Standard**:  SSSocIC1: Analyze forms of social inequality.   1. Explain how unequal distribution of power and resources affects the life chances of individuals in that society.   SSSocIC1 Analyze forms of social inequality.  a. Explain how unequal distribution of power and resources affects the life opportunities of individuals in that society.  b. Analyze the sources and effects of stratification based on social class, race and ethnicity, gender, age, and emotional, mental, and physical disabilities.  c. Analyze the sources of global stratification and inequality.  d. Evaluate the impact of global stratification and inequality on global relations.  **Assessment:  Quiz  Unit Test  Project  Lab  None** | | | | | | | |
|  | **Pre-Teaching**  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **Learning Target**    **Success Criteria 1**    **Success Criteria 2** | **Activation of Learning**  *(5 min)* | **Focused Instruction**  *(10 min)*  ***\*I DO*** | **Guided Instruction**  *(10 min)*  ***\*WE DO*** | **Collaborative**  **Learning**  *(10 min)*  ***\*Y’ALL DO*** | **Independent Learning**  *(10 min)*  ***\*YOU DO*** | **Closing**  *(5 min)* |
| * Do Now * Quick Write\* * Think/Pair/Share * Polls * Notice/Wonder * Number Talks * Engaging Video * Open-Ended Question | * Think Aloud * Visuals * Demonstration * Analogies\* * Worked Examples * Nearpod Activity * Mnemonic Devices\* | * Socratic Seminar \* * Call/Response * Probing Questions * Graphic Organizer * Nearpod Activity * Digital Whiteboard | * Jigsaw\* * Discussions\* * Expert Groups * Labs * Stations * Think/Pair/Share * Create Visuals * Gallery Walk | * Written Response\* * Digital Portfolio * Presentation * Canvas Assignment * Choice Board * Independent Project * Portfolio | * Group Discussion * Exit Ticket * 3-2-1 * Parking Lot * Journaling\* * Nearpod |
| **Monday** | **EOC Test Schedule, we will not meet that day.** | EOC Test Schedule, we will not meet that day. | EOC Test Schedule, we will not meet that day. | EOC Test Schedule, we will not meet that day. | EOC Test Schedule, we will not meet that day. | Independent Project: “The Tides of Change: Navigating the Different Social Movements.” | EOC Test Schedule, we will not meet that day. |
| **Tuesday** | **EOC Test Schedule, we will not meet that day.** | EOC Test Schedule, we will not meet that day. | EOC Test Schedule, we will not meet that day. | EOC Test Schedule, we will not meet that day. | EOC Test Schedule, we will not meet that day. | Independent Project: “The Tides of Change: Navigating the Different Social Movements.” | EOC Test Schedule, we will not meet that day. |
| **Wednesday** | * I am learning about the impact of unequal distribution of power, resources, and how it affects the life chances of individuals in that society. * I am learning about the impact of various forms of collective behaviors as factors of social change. * I can explain the impact of unequal distribution of power and resources affects the life chances of that society. * I can explain the impact of various forms of collective behaviors as factors of social change. | Quick Write: Imagine a new technology has just been invented that allows people to perfectly and safely experience the emotions of others. You put on a headset and suddenly you feel exactly what the person next to you is feeling-their joy, their sadness, their anger, everything.   1. How might this technology change the way people interact with each other daily.   OR   1. Can you think of any potential positive and negative consequences of this widespread emotional sharing? | The teacher will review what the project is and the rubric. | The teacher will review what the project is and the rubric. |  | Independent Project: “The Tides of Change: Navigating the Different Social Movements.” | Ticket out the door:   1. Pick one small social issue you see in your school or community that you think needs to change. (It could be anything from recycling habits to how clubs are advertised to something bigger.) 2. Brainstorm one realistic first step someone (or small group) could take to try and initiate change around that issue. |
| **Thursday** | * I am learning about the impact of unequal distribution of power and resources affects the life chances of individuals in that society. * I am learning about the impact of various forms of collective behaviors as factors of social change. * I can explain the impact of unequal distribution of power and resources affects life chances of individuals of that society. * I can explain the impact of various forms of collective behaviors as factors of social change. | Think/Pair/Share:  Imagine a massive flash mob suddenly erupts in the middle of your school cafeteria during lunch People are dancing, singing, and generally having a blast for about five minutes before dispersing as quickly as they appeared.   1. Could a similar instance of collective behavior have long-term positive or negative impacts on the school’s culture or reputation? | The teacher will review what the project is and the rubric. | The teacher will review what the project is and the rubric. | Start presentations over the independent project: Tides of Change: Navigating the Different Social Movements.” | Independent Project: “The Tides of Change: Navigating the Different Social Movements.” | Exit Ticket:  “One way the unequal distribution of power and resources can act like ‘domino’ in society is by initially affecting \_\_\_\_\_\_ (fill in one specific area, problems in \_\_\_\_\_\_\_ (fills in a different area.) |
| **Friday** | * I am learning about the impact of unequal distribution of power and resources affects the life chances of individuals in that society. * I am learning about the impact of various forms of collective behaviors as factors of social change. * I can explain the impact of unequal distribution of power and resources affects the life chances of individuals on that society. * I can explain the impact of various forms of collective behaviors as factors of social change. | Open-ended question:  Imagine your town has discovered a limited supply of a brand new, incredibly useful resource- “Lumiflora.” Just a tiny amount of Lumiflora can significantly improve health, increase productivity, and even enhance creativity. But there’s only a small, select group of people in town (let’s say those who were already wealthy and influential) have immediate and easy access to this resource.   1. How might this unequal access to Lumiflora affects the social relationships between the “haves” and the” have-nots” in your town? | The teacher will review what the project is and the rubric. | The teacher will review what the project is and the rubric. | Presentations over the independent project: Tides of Change: Navigating the Different Social Movements.” | Presentations over the independent project: Tides of Change: Navigating the Different Social Movements.” | The “Level Playing Field” Metaphor:  Imagine society is a game. On your way out, briefly answer these two questions:   1. In this "game" of society, what's one example of how some players might start with significantly more "power-ups" (advantages or resources) than others? 2. How might these unequal "power-ups" change the way the "game" is played and the chances of different players succeeding? |

*\*key literacy strategies*

**All resources are available on Canvas unless otherwise noted.**