|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** | * I am learning about the impact of unequal distrubtion 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 various forms of collective behaviors as factors of social change. | Think/Pair/Share:  **Think (2 minutes):** Individually, quickly brainstorm and list as many types of **resources** (e.g., money, housing, education) and forms of **power** (e.g., voting, lobbying, decision-making authority) as you can think of that exist in our society.  **Pair (3 minutes):** Turn to a partner. Compare your lists. Then, choose ONE resource or form of power from your combined list. Discuss: How does having *more* or *less* of this specific resource/power affect a person's opportunities and outcomes in life (their **life chances**)?  **Share (2 minutes):** Be ready to share your pair's example with the class. | Introduction to the Six-Triple-Eights and its broader connection to social change and fighting against social injustices. | Introduction to the Six-Triple-Eights and its broader connection to social change and fighting against social injustices. |  | Questions over the Six-Triple-Eight. | Group Discussion: To bring this all together, let's think about what we see around us or in the news. Can anyone share one example – either locally, nationally, or globally – where we clearly see unequal power or resources leading to vastly different life chances for different groups of people? Briefly explain the connection. This shows us that this isn't just a theoretical concept; it's a fundamental aspect shaping the realities of people's lives every day. |
| **Tuesday** | * 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: Think about the piece of technology you interact with most frequently (e.g., smartphone, specific app, gaming console, etc.)   1. How has this technology changed the way you personally connect with others or access information. 2. Thinking more broadly, how might this type of technology be changing social norms or community structures (either positively or negatively)? |  | Grade “Voice for Change presentations” |  | Students will present their project “Voices for Change” | Group Discussion: Over new information discovered on the research conduct for the project. |
| **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. | Do Now: Considering the historical context of the 1940s (WWII, racial segregation, gender roles) and the sociological concept described above:   1. Identify at least **two specific ways** the women of the Six Triple Eight likely experienced an **unequal distribution of power and/or resources** compared to other groups within the U.S. military (e.g., white male soldiers, white female soldiers). | Introduction to the Six-Triple-Eights and its broader connection to social change and fighting against social injustices. | Introduction to the Six-Triple-Eights and its broader connection to social change and fighting against social injustices. |  | Questions over the Six-Triple-Eight. | Ticket out the door: How did the film explicitly show the *sources* of stratification – the ingrained societal beliefs and institutional structures – based on **race** and **gender** within the military and broader WWII context? |
| **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. | Do Now: What forms of social stratification did you notice in the movie? | Introduction to the Six-Triple-Eights and its broader connection to social change and fighting against social injustices. | Introduction to the Six-Triple-Eights and its broader connection to social change and fighting against social injustices. |  | Questions over the Six-Triple-Eight. | Exit Ticket: Consider the immense pressure and discriminatory environment. How does this connect to the *potential* effects of stratification on **emotional and mental well-being**, even if the film doesn't explicitly label it as a disability? How did the system potentially fail to support them in this regard due to their stratified position? |
| **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. | Think/Pair/Share: In 10 words or less, describe ONE way society/social life today is different than it was for your parents'/guardians' generation when they were your age. | Teacher will introduce the study guide for Sociology Final. | Teacher will introduce the study guide for Sociology Final. | Students will work on the study preparing for the final. | Students will work on the study preparing for the final. | 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.**