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| **Standard**: 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 on the basis of 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 social inequalities in societies and how it affects communities and individuals.**  **I can explain the impact of social inequalities in societies and how it affects communities and individuals.** | Do Now: Students will list some of the advantages and disadvantages in society. | Teacher will talk about the effects of social inequalities on societies and individuals. | Teacher will talk about the effects of social inequalities on societies and individuals. |  | Work in Canvas – Video and questions on Apartheid. | Exit Ticket: What do you think? |
| **Tuesday** | **I am learning about the sources and effects of stratification on the basis of the different social groups.**  **I can explain the sources and effects of stratification on the basis of the different social groups.** | Do Now: How do movies, TV shows, or books portray different social groups? | Teacher will discuss the sources and effects of stratification on different social groups. |  | Gallery walks: Students will describe how the different social groups are affected by inequalities. |  | Exit Ticket: Classroom discussion about gallery walks. |
| **Wednesday** | **I am learning about** **the sources of global stratification and inequality.**  **I can explain the sources of global stratification and inequality..** | Do Now: Do you think the people involved in making your product have similar living standards as you? Why or why not?   | Teacher will overview the sources of global stratification and inequality. | Teacher will give an overview of the sources of global stratification and inequality. | Students will compare the cost of living, wages, and living standards between America and other countries. | Students will compare the cost of living, wages, and living standards between America and other countries. | Classroom Discussion: About the different inequalities found around the world. |
| **Thursday** | * **I am learning about** the **impact of global stratification and inequality on global relations.**   **I can explain the** **impact of global stratification and inequality on global relations.** | Think/Pair/Share:  "Imagine a scenario where a wealthy nation extracts natural resources from a poorer nation, leaving behind environmental damage and limited economic benefits for the local population.   1. How might this scenario affect the relationship between the two nations? 2. What potential conflicts or tensions could arise? 3. How does this scenario illustrate the impact of global stratification on international relations?"   : | The teacher will overview the impact of global stratification and inequality on global relations. | Teacher will overview the impact of global stratification and inequality on global relations. | Students will: "Developing a Policy to Address Global Inequality."  **Requirements:**   * Students develop a policy proposal aimed at reducing global stratification and inequality. * They must consider the economic, political, and social implications of their policy. * They should address potential challenges and propose solutions. | Students will: "Developing a Policy to Address Global Inequality."  **Requirements:**   * Students develop a policy proposal aimed at reducing global stratification and inequality.   They must consider the economic, political, and social implications of their policy.   * They should address potential challenges and propose solutions. | Classroom Discussion: Students will discuss the policy they made to address global inequality. |
| **Friday** | **I am learning about** the **various forms of collective behavior as factors of social change.**  **I can explain** the **various forms of collective behavior as factors of social change.** | Do Now: “Think about different ways groups of people act together to bring about change.   1. List as many examples of 'collective behavior' as you can (e.g., protests, social movements, fads, panics). | Video: Mrs. America | Video: Mrs. America |  | Written response: What were some of the different behavior’s women exhibited during the 1960-80s. How did this behavioral change bring about social change? | Classroom discussion: How does social change begin and what are someways we can bring about that change. |

*\*key literacy strategies*

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