

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**SOCIAL STUDIES DEPARTMENT**

# **PRINCIPLES OF SOCIOLOGY**

Grade Level: 10-12

Credits: 2.5

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 27, 2012**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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# Sociology - Introduction

## Introduction

## Course Philosophy

Principles of Sociology is a semester-based course that provides students with the knowledge and skills necessary to become valuable members of contemporary society. In order to appreciate the foundational concepts of the sociology, the class should be taught with a wide lens and with the understanding that all people are interconnected through a series of recognizable behaviors, patterns, roles, and institutions. Students will engage in a wide variety of activities and assessments to develop and foster clear understandings of topics including: the process of socialization, social organizations, social institutions, social stratification, and social change. Sociology is a practical social science that will assist students in the process of considering how to use sociological context in public and private life.

## Course Description

Principles of Sociology is a course that seeks to provide students with the knowledge and skill sets necessary to become productive members of society and be prepared for college and career. Students will be presented a dynamic view of the concepts and theories that foster a deeper understanding of our social world. Many topics will be explored in the framework of the class, including: the perspective of the sociologist, the processes of socialization, gender roles, norms, folkways and values, crime and deviance, and social institutions. Students will engage in a wide variety of activities that attempt to create authentic learning experiences. Some of the activities presented in the framework of the course include: debates, simulations, independent research, case studies, thesis papers, multimedia presentations and other cooperative learning structures.

## Course Map and Proficiencies/Pacing

### Course Map

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic	Formative	Summative
LA.11-12.WHST.11-12.9 LA.11-12.WHST.11-12.8 LA.11-12.R.CCR.7 SOC.9-12.6.3.12 SOC.9-12.6.1.12.14 SOC.9-12.6.1.12.D.14.e SOC.9-12.6.1.12.D.14.f SOC.9-12.6.2.12.C.6.d WORK.9-12.1.12.A.1 WORK.9-12.9.1.12.1 WORK.9-12.9.1.12.2 TEC.9-12.8.1.12 A.5 TEC.9-12.8.1.12 B.12 TEC.9-12.8.1.12 B.7	Sociology is the study of the development, structure and functioning of human society.	What is the Sociological approach? What is Sociology?	“What is Sociology?” pre-test/diagnostic assessment  Sociology flow charts  How to "read" a photograph sociologically activity	Benchmark assessments  Student reflective journals on lessons presented  Student led lessons on a social experiment or field experiment  Web-quest on Sociology and the social sciences	Unit project  Sociology “super hero” project  Multimedia projects  Unit case studies  Assessment/post-test on the sociological approach
LA.11-12.WHST.11-12.4 LA.11-12.WHST.11-12.9 LA.11-12.WHST.11-12.8 SOC.9-12.6.3.12 SOC.9-12.6.1.12.14 SOC.9-12.6.1.12.D.14.e SOC.9-12.6.1.12.D.14.f WORK.9-12.9.1.12.1 WORK.9-12.9.1.12.A.1 TEC.9-12.8.1.12 A.5 TEC.9-12.8.1.12 B.12 TEC.9-12.8.1.12 B.7	Scientific and sociological research methods can be utilized to evaluate society and culture.	How are the origins of Sociology ingrained in the process of the scientific method?	“About me” surveys  Morality choices activity  Comparative culture charts  KWL culture charts  Identify characteristics that make up a conscience global citizen. Create a "map" of the qualities.	Class discussions and question/answer on language and symbols  Student presentations  Collaborative activities  Elements of culture quizzes	Graded forums on social structure, power, and social action  Case study analysis of norms, mores, values  Comparative in-class essays on cultural integration and diversity Analytical position papers on the production and evolution of mass cultures  Oral presentations and research papers on early sociologists and social theory  “My culture” projects

<p>LA.11-12.WHST.11-12.4  LA.11-12.WHST.11-12.2.b  LA.11-12.W.CCR.7  LA.11-12.RH.11-12.2  SOC.9-12.6.3.12  SOC.9-12.6.1.12.14  SOC.9-12.6.1.12.D.16.a  SOC.9-12.6.1.12.D.14.f  SOC.9-12.6.1.12.D.14.e  WORK.9-12.9.1.12.1  WORK.9-12.9.1.12.B.1  WORK.9-12.9.1.12.D.2  TEC.9-12.8.1.12 B.7  TEC.9-12.8.1.12 B.12</p>	<p>Elements of culture vary according to the societal norms.</p>	<p>How does culture impact the social and religious elements of a society?   What are my civic responsibilities to my fellow man?</p>	<p>Peer questioning culture activity   Culture pre-test</p>	<p>Self-reflective student journals   Whole class readings on societal norms and the elements of culture supported with graphs, charts, primary sources, or diagrams   Case studies on social action   View multi-media examples of civic participation and social action</p>	<p>Test on the seven elements of culture   Develop a fictional movie poster that is based on societal norms, mores, and cultural values. Present the "pitch" for the film to the class (producers).   Write a research paper accompanied with an oral presentation that focuses on the impact of culture in the development of human beings.   Nature vs. Nurture debate   Culture post-test</p>
<p>LA.11-12.WHST.11-12.4  LA.11-12.RH.11-12.1  LA.11-12.R.CCR.4  SOC.9-12.6.1.12.D.14.f  SOC.9-12.6.3.12  SOC.9-12.6.1.12.14  SOC.9-12.6.1.12.D.14.d  SOC.9-12.6.1.12.D.13.f  SOC.9-12.6.1.12.A.6.b  WORK.9-12.9.1.12.1  WORK.9-12.9.1.12.A.1  WORK.9-12.9.1.12.D.2  TEC.9-12.8.1.12 B.12</p>	<p>Within large populations reside smaller cultural groups with individual identities.</p>	<p>Why do subcultures emerge within a population?</p>	<p>Journal entries based off scholarly articles on dominant cultures and subcultures   Weekly news quiz games   Group readings   Document based questions on types of subcultures and reactions to those subcultures</p>	<p>Student led small group discussions on dominant culture and subculture   Student led lesson on a relevant subculture of their choice</p>	<p>Critical thinking essays   Develop subculture impact simulations.   Document based questions on types of subcultures and reactions to those subcultures   Create multimedia presentations on various subcultures.   Picture prompt tests   Test on dominant cultures and subcultures</p>

<p>LA.11-12.WHST.11-12.4  LA.11-12.WHST.11-12.2.b  LA.11-12.WHST.11-12.10  LA.11-12.WHST.11-12.9  LA.11-12.W.CCR.7  SOC.9-12.6.3.12  SOC.9-12.6.1.12.14  SOC.9-12.6.1.12.D.14.d  SOC.9-12.6.1.12.D.13.f  SOC.9-12.6.3.12.C.1  WORK.9-12.9.1.12.D.1  WORK.9-12.9.1.12.E.1  TEC.9-12.8.1.12 B.7  TEC.9-12.8.1.12 B.2  TEC.9-12.8.1.12 B.12</p>	<p>Gender roles are a set of social and behavioral norms, which are affected by culture, religion, and political rights.</p>	<p>How has the role of women, minorities, and individuals with disabilities changed within society?</p>	<p>Social issues current events - relate real world, twenty-first century events and classify them in order to evaluate human behavior, culture, interactions, and social structure.</p> <p>World news map projections and predictions</p> <p>Pre-test: gender, race, ethnicity concepts</p> <p>Movie and music analysis</p> <p>Personal ethnocentric evaluation surveys</p> <p>Self-reflective student journals</p>	<p>Student research that includes small group work/projects</p> <p>Debate on outcomes of laws that have restricted women and minorities.</p> <p>Participate in online discussion forums.</p> <p>Whole class readings from the New York Times pertaining to gender roles</p> <p>Web quests</p>	<p>Graded discussion forums</p> <p>Interview and survey creation: before and after observation paper</p> <p>Develop and create a thesis paper that focuses on the impact and change that women, minorities, and individuals with disabilities have been challenged with throughout organized society.</p> <p>Oral presentations: Social media and its influence since 2000</p>
<p>LA.11-12.WHST.11-12.4  LA.11-12.WHST.11-12.10  LA.11-12.WHST.11-12.9  LA.11-12.WHST.11-12.8  SOC.9-12.6.3.12  SOC.9-12.6.1.12.14  SOC.9-12.6.2.12.D.5.c  SOC.9-12.6.2.12.C.6.a  SOC.9-12.6.3.12.C.1  WORK.9-12.9.1.12.1  WORK.9-12.9.1.12.E.1  WORK.9-12.9.1.12.E.1  TEC.9-12.8.1.12 B.7  TEC.9-12.8.1.12 B.5  TEC.9-12.8.1.12 B.12</p>	<p>Society is built upon the foundation of groups and organizations which function interdependently.</p>	<p>How is society divided into groups, and how do these groups work together for the betterment of society?</p>	<p>Social stratification charts</p> <p>Social groups flash cards</p> <p>"Do Now" station activities on the function and purpose of groups, group dynamics, and interdependence</p> <p>Diagnostic assessment on issues of morality</p> <p>Compare and contrast essays on the issues of morality.</p>	<p>Group presentations through peer listening stations</p> <p>Journal reflections</p> <p>Collaborative learning groups- group dynamics activities</p> <p>Class debates on moral choices and consequences</p> <p>Multimedia presentations on cultural perspectives</p>	<p>Comparative essays on social mobility, and class systems</p> <p>Develop web-quests on class systems and civic participation.</p> <p>Oral presentations</p> <p>Cooperative learning activities- demonstrating group polarization</p>

<p>LA.11-12.WHST.11-12.43.12          LA.11-12.WHST.11-12.2.b          LA.11-12.WHST.11-12.1.e          SOC.9-12.6.1.12.14          SOC.9-12.6.1.12.D.14.b          SOC.9-12.6.2.12.A.6.d          WORK.9-12.9.1.12.2          WORK.9-12.9.1.12.E.1          WORK.9-12.9.1.12.D.2          TEC.9-12.8.1.12 B.7          TEC.9-12.8.1.12 B.5</p>	<p>While against the basic ideas of social control, conflict and crime build stronger societies and generate a stronger sense of norms and values.</p>	<p>How does society define deviance?           Can any society function completely and justly without crime and conflict?</p>	<p>Cause and effect scenarios of crime and deviance           Crime and consequence simulations</p>	<p>Group work “code of ethics”           Digital Collage</p>	<p>Mock trials on existing court cases related to social conflict           Essay on crime, conflict or social deviance           Develop bulletin boards to spread awareness for social action.</p>
<p>LA.11-12.WHST.11-12.4          LA.11-12.WHST.11-12.1.a          LA.11-12.W.CCR.4          SOC.9-12.6.3.12          SOC.9-12.6.2.12.C.6.d          SOC.9-12.6.1.12.D.14.d          SOC.9-12.6.1.12.14          SOC.9-12.6.1.12.A.8.c          SOC.9-12.6.1.12.A.1.b          SOC.9-12.6.2.12.C.6.d          WORK.9-12.9.1.12.1          WORK.9-12.9.1.12.D.2          WORK.9-12.9.2.12.F.4          TEC.9-12.8.1.12 B.7          TEC.9-12.8.1.12 B.12</p>	<p>Stratification is the division of society into classes that have unequal amounts of wealth, power and prestige.</p>	<p>How did social class systems develop within society?           What inequalities are present in modern American society for the following groups; women, the elderly, and minorities? What factors determine one's social class?</p>	<p>RAFT (Role, Audience, Format, Topic) journals           Role playing skit where students take on the role of different social stratification levels           Flash card station activity on human interaction           Debate on the benefits and costs of social stratification in America.           Social stratification project           Picture prompts and graphic organizers           Web-quests on different class systems and the stereotypes associated with each.</p>	<p>Graphic organizer on class systems and the characteristics of each system           Class forum discussions           Picture prompts           Web posters           Social change timeline           Class system creation project</p>	<p>Create and develop a live newscast detailing and updating specific instances of discrimination based on social class.           Open ended essay questions           Write a letter to the editor of a newspaper about a social issue important to you as a student/teenager.           Interview members of the community to compare and contrast social change over a period of time.           Unit case study           Current event presentations specific to social class           Story book creation           Stratification post-test</p>

<p>LA.11-12.WHST.11-12.4  LA.11-12.W.CCR.10  LA.11-12.WHST.11-12.6  LA.11-12.WHST.11-12.7  LA.11-12.WHST.11-12.8.6.3.12  SOC.9-12.6.1.12.14  SOC.9-12.6.2.12.C.6.d  SOC.9-12.6.1.12.C.6.c  SOC.9-12.6.1.12.C.3.b  SOC.9-12.6.1.12.C.13.c  SOC.9-12.6.1.12.C.14.b  SOC.9-12.6.1.12.C.14.c  SOC.9-12.6.2.12.C.6.b  SOC.9-12.6.2.12.C.6.d  WORK.9-12.9.1.12.E.1  WORK.9-12.9.1.12.D.2  WORK.9-12.9.1.12.A.4  WORK.9-12.9.1.12.A.1  TEC.9-12.8.1.12 B.7  TEC.9-12.8.1.12 B.12  TECH.9-12.8.1.12.A.5</p>	<p>Politics and poverty are affected by government institutions, values of society, morality, and the ability to enact social legislation.</p> <p>The ability to function within a society can be affected by the wealth of the people and their access to global resources.</p>	<p>How effective have governments been in enacting social legislation to end poverty?</p> <p>What is the difference between absolute and relative poverty?</p> <p>How has technology been responsible for social and cultural revolutions?</p> <p>How can we use technology to gather, classify, sequence, and interpret information and visual data?</p>	<p>Picture prompts and graphic organizers</p> <p>Thought talk: How do access to resources impact individuals in a society?</p>	<p>Station activity assessments</p> <p>Class discussions on roles of education</p> <p>Politics and poverty jigsaw</p> <p>Research projects on social legislation</p> <p>Class debates on social legislation enacted to alleviate poverty</p> <p>Article reading and analysis</p>	<p>Cooperative learning projects</p> <p>Unit test on politics and poverty</p> <p>Case study debates on technology, and social legislation</p> <p>Create a short movie/multimedia presentation on an assigned topic related to access to global resources or the impact of technology on social and cultural revolutions.</p>
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## Proficiencies and Pacing

Unit Title	Unit Understanding(s) and Goal(s)	Recommended Duration
Unit 1: The Sociological Perspective	<p>Scientific and sociological research methods can be utilized to evaluate society and culture.</p> <p>At the conclusion of the unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe and discuss the methods sociologists use to study society.</li> <li>2. Identify the steps used by sociologists in the scientific method.</li> <li>3. Describe the relationship that exists between humans and the societies they live in.</li> </ol>	1-3 weeks
Unit 2: Socialization and Social Change	<p>Elements of culture vary according to the societal norms.</p> <p>Gender roles are a set of social and behavioral norms, which are affected by culture, religion, and political rights.</p> <p>At the conclusion of the unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze how culture shapes human-societal relationships.</li> <li>2. Describe and identify norms that exist in society.</li> <li>3. Identify and analyze how gender roles change according to the societal norms.</li> <li>4. Compare and contrast the gender roles that men and women assume in various societies.</li> </ol>	2-4 weeks
Unit 3: Social Structure	<p>Gender roles are a set of social and behavioral norms, which are affected by culture, religion, and political rights.</p> <p>Society is built upon the foundation of groups and organizations which function interdependently.</p> <p>At the conclusion of the unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze how culture shapes human-societal relationships.</li> <li>2. Identify groups and organizations which exist within a society and determine their impact and effect on the population.</li> <li>3. Economic and political development are directly affected by social media and technology.</li> <li>4. Analyze the social changes which have occurred during the 20th and 21st centuries; evaluate why social inequality still exists.</li> </ol>	3-4 weeks

<p>Unit 4: Social Stratification</p>	<p>While against the basic ideas of social control, conflict and crime build stronger societies and generate a stronger sense of norms and values.</p> <p>Stratification is the division of society into classes that have unequal amounts of wealth, power and prestige.</p> <p>At the conclusion of the unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze how culture shapes human-societal relationships.</li> <li>2. Recognize that society is divided based upon economic, social, and political factors.</li> <li>3. Describe and explain reasons for deviant and criminal behavior in society, and identify the consequences.</li> <li>4. Examine the socio-economic, political, and cultural factors which determine social mobility and stratification in society.</li> </ol>	<p>4 weeks</p>
<p>Unit 5: Sociology of Poverty and Politics</p>	<p>Politics and poverty are affected by government institutions, values of society, morality, and the ability to enact social legislation.</p> <p>The ability to function within a society can be affected by the wealth of the people and their access to global resources.</p> <p>At the conclusion of the unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Examine the socio-economic, political, and cultural factors which determine social mobility and stratification in society.</li> <li>2. Recognize that social problems often occur when individuals or groups have limited access to global resources.</li> <li>3. Identify organizations and institutions which are responsible for enacting social legislation.</li> <li>4. Predict and offer solutions to social problems in the 21st century.</li> </ol>	<p>3 weeks</p>

# Unit 1: The Sociological Perspective

## Unit Plan

### **Examine the nature and focus of Sociology Enduring Understandings:**

Sociology is the study of the development, structure and functioning of society.

Scientific and sociological research methods can be utilized to evaluate society and culture.

### **Essential Questions:**

What is the Sociological approach? What is Sociology?

How are norms, beliefs, and values affected by a societal perspective?

How are the origins of Sociology ingrained in the process of the scientific method?

### **Unit Goals:**

1. Describe and discuss the ways sociologists study society.
2. Identify the steps used by sociologists in the scientific method.
3. Describe the relationship that exists between humans and the societies in which they live.

**Recommended Duration:** 1 - 3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What is sociology, and how does having a sociological imagination help us understand society and ourselves?</p>	<p>Analyze and identify the importance of the 5 themes of Sociology, and how they relate to our everyday lives. Consider: social structure, social action, functional integration, power, and culture.</p> <p>Compare and contrast the ideas of social imagination and social facts.</p> <p>Provide numerous examples of social imagination through the discussion of everyday activities that are cross-cultural.</p> <p>Identify and explain social theory by providing examples of social rituals and lifestyle choices</p>	<p>Streaming video</p> <p>Websites and articles: see Resource Appendix</p>	<p>Provide a series of class discussions, lectures, and readings on 5 Themes of Sociology. Focus should be on social organization and social psychology. Support with handouts.</p> <p>Conduct teacher-directed lessons on social imagination and social facts.</p> <p>Assign student journals on daily lessons.</p> <p>Provide picture prompts of 5 themes used as "do now" activities. Utilize quick surveys that students must submit with-in the "do now" time period. Surveys could be on social structures, roles, gender, groups, and organizations.</p>	<p>Case study on the Stanford Prison Experiment</p> <p>Have students create "My Sociological Maps" which focus on who they are as a member of society. Have students create and present a poster that represents elements of their belief systems on family, education, politics, religion, economy.</p> <p>Group role playing skits on functional integration, power, and culture</p>

<p>What is sociology's place in the social sciences?</p>	<p>Describe how sociology fits into the social sciences.</p> <p>Analyze and debate the pros and cons of social sciences.</p> <p>Compare sociology to other social sciences in order to highlight differences.</p> <p>Focus on the comparative approach of sociology and select articles that emphasize greater awareness of cultural and social problems.</p>	<p>Websites and articles: see Resource Appendix</p>	<p>Conduct pre-test on the social sciences.</p> <p>Conduct class discussions on the pros and cons of social sciences.</p> <p>Explore current events relative to the social sciences.</p> <p>Outline the origins of sociology by comparing and contrasting rational-choice theory.</p>	<p>Post-test on the social sciences</p> <p>Web quest on Sociology and the social sciences</p> <p>Provide students with individual current event topic. Have students present current event articles to the whole class highlighting opinion, social facts and vocabulary from the article selected. Have student-presenters submit a written copy.</p>
<p>How did early sociologists view society and the role of the sociologist?</p>	<p>Analyze the origins and evolution of sociology by selecting excerpts from Plato and Confucius's writings on the importance of social roles.</p> <p>Examine how early sociologists created modern sociology.</p> <p>Analyze the methods by which sociology became a social science.</p> <p>Create a chart that compares free willed individual actions versus patterning effects that lead to a more socially structured world.</p>	<p>Streaming video</p> <p>Websites and articles: see Resource Appendix</p>	<p>Research early sociologists.</p> <p>Provide students with examples of how sociologists are involved in public life.</p> <p>Conduct debates on social theory, and current social issues.</p> <p>Conduct group presentations on varying social perspectives.</p>	<p>Oral presentations and research papers on early sociologists and social theory</p> <p>Identify characteristics that make up a conscience global citizen.</p> <p>Create a "map" of the qualities.</p>

<p>How do the three main theoretical perspectives in sociology differ in their focus?</p>	<p>Describe and analyze symbolic interaction by developing a list of recognizable consumer product symbols without the names of the product. Have students select the appropriate names and match them with the products.</p> <p>Analyze the theories of Herbert Mead, John Locke and Emile Durkheim, such as, the social contract and social consensus.</p> <p>Determine which laws were made for societal cohesion by which members of the society agree upon and work together to achieve, what is best for society as a whole.</p> <p>Analyze the theories of Karl Marx, Charles Darwin, and Thomas Hobbes while focusing on the negative, conflicted, and ever-changing nature of society. Explain the natural condition of mankind and the evolution of political, social, and civic order.</p> <p>Evaluate each theory based on their individual perspectives.</p>	<p>Websites and articles: see Resource Appendix</p> <p>Movie: <i>Forrest Gump</i> (selected appropriate excerpts)</p>	<p>Create a sociology experiment on function and purpose of concepts.</p> <p>Conduct class discussions on social theories.</p> <p>Assign journals on specific themes.</p> <p>Find a news story about a social issue and rationalize how common sense and sociology explain the issue.</p>	<p>Have students answer critical thinking essays with questions that demonstrate higher level concepts. For Example: How would each of the early perspectives in sociology, Marx's perspective, Durkheim's perspective, and Mead's perspective, help explain some contemporary social issue, such as unemployment, poverty, or responses to the AIDS epidemic.</p> <p>Sociology Superhero Project: Have students form groups of 3-4. Have students create a 5 question survey that pertains to superhero. Have students create and develop their own "superhero" based off of analysis of the survey results. Require a minimum and maximum number of surveys to be completed and submitted. Have students present their "superhero" to the class.</p> <p>Unit case studies on perspective and social imagination</p>
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SOC.9-12.6.1.12.14	Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.
SOC.9-12.6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
SOC.9-12.6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
SOC.9-12.6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
SOC.9-12.6.3.12	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
LA.11-12.R.CCR.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.11-12.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
LA.11-12.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
TEC.9-12.8.1.12 A.5	Produce a multimedia project using text, graphics, moving images, and sound.
TEC.9-12.8.1.12 B.7	Evaluate information sources for accuracy, relevance, and appropriateness.
TEC.9-12.8.1.12 B.12	Integrate new information into an existing knowledge base and communicate the results in a project or presentation.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
WORK.9-12.9.1.12.2	Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
WORK.9-12.9.1.12.1	Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.

## Differentiation

Teachers may incorporate visual presentations with corresponding worksheets, reinforcement of auditory learning through oral question and answer sessions. Teachers may assign cooperative learning activities so that students of varied abilities may assist each other and work together on a task or project. Teacher may assign collaborative projects that focus on the diverse learner. Teacher may provide one-to-one teacher support to diverse learners. At all times, teachers should strive to employ cooperative learning strategies to facilitate peer assistance to all students.

For example, the Sociology Superhero Project: Have students form groups of 3-4. Have students research superheroes and compare and contrast the differences they observe. Have students create a 5 question survey that pertains to superheroes based on research. Have students create and develop their own "superhero" after analysis of the survey results. Require a minimum and maximum number of surveys to be completed and submitted. Have students present their "superhero" to the class.

See the suggested pre and post assessment strategies throughout the units, as they contain information regarding differentiation.

## Technology

Teachers may wish to use the following in lesson planning and in class activities: remote responders, user generated multimedia presentations, class created webpages including blogs and discussion forums.

Remote responders could be utilized in survey development and creation. Students can post their responses to survey questions to interactive white board and the teacher can compile results and share with the class.

Multimedia presentations can be a helpful learning experience for many students who are comfortable using twenty-first century technologies. Have students create a web page or social media page for a sociologist being studied. Blogs and discussion forums also provide students with genuine learning experiences but also offer real-time feedback from their peers and instructors. Create a forum or Moodle page and post general discussion topics on questions such as the sample critical thinking question posted in the assessments category. Teachers can create a timed response or have students log-on to the page at a specific time for homework. This can also be accomplished in class with the use of mobile carts or in the media center.

## College and Workplace Readiness

Case studies are an integral part of this unit and an integral part of the Sociology curriculum. This is a major focus because it allows students to develop effective research skills that will be needed in college and the work place. Additionally, these assignments allow students to develop very important collaborative work skills which will be needed in most if not all work places. When implementing these case study assignments it is important to have students focus on using the most up to date data.

During this unit and future units it is also advantageous to have the students engage in forum style discussions based on teacher selected articles that require students to read critically and apply the information in a discussion. To make this more effective, it is beneficial to have the forum style discussion be a scored discussion. Grades can be determined by the frequency and quality of responses made by a student as well as how effectively they use the information from the article. Doing so will ensure that students have the skills needed to read critically, apply content verbally, and structure an argument from multiple viewpoints. If a class is too large the forum discussion may take place online.

# Unit 2: Socialization and Social Change

## Unit Plan

### Enduring Understandings:

Sociology is the study of the development, structure and functioning of society.

Elements of culture vary according to the societal norms.

Gender roles are a set of social and behavioral norms, which are affected by culture, religion, and political rights.

### Essential Questions:

Why do sub-cultures emerge within a population?

How has the role of women, minorities, and individuals with disabilities changed within society?

How is society divided into groups, and how do these groups work together for the betterment of society?

### Unit Goals:

1. Analyze how culture shapes human-societal relationships.
2. Describe and identify norms that exist in society.
3. Identify and analyze how gender roles change according to the societal norms.
4. Compare and contrast the roles that men and women play in various societies.

**Recommended Duration:** 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What is culture, and what is the difference between material and non-material culture?</p>	<p>Analyze and determine why cultures differ according to the norms, values, and beliefs within a society.</p> <p>Analyze and discuss how we teach and internalize culture by accenting human interdependency, which explains both our motives and the effects of actions.</p> <p>Indicate how social networks as a whole vary one from another.</p> <p>Distinguish status from role by definition and example.</p>	<p>Interactive websites: see Resource Appendix</p> <p>Streaming video</p>	<p>Provide students with a Venn diagram or graphic organizer on cultures of the world.</p> <p>Have students read selected articles based on culture and highlight as many words they cannot recognize. Have students create a vocabulary game in class.</p> <p>Distribute picture prompts for analysis of cultural elements within a society.</p> <p>Group work on chart: Few, Some, and All. Relative to the culture under study, students list and classify characteristics of that culture, and compare and contrast to other cultures.</p> <p>Have students read and critically analyze the vocabulary used with-in the culture being studied. Explain the consequence of action and in-action by providing students with cross-cultural research examples.</p>	<p>Article post-test</p> <p>Test on the seven elements of culture</p> <p>Have students create culture posters based off of interviews and discussions with other peers.</p> <p>Graded forum discussions</p> <p>Analytical position papers on the production and evolution of mass cultures</p>

<p>What are the five basic components of culture and how is culture learned?</p>	<p>Identify norms, values, beliefs and folkways that exist across society.</p> <p>Determine instances of social facts that shape or constrain the actions individuals can take.</p> <p>Compare and contrast modern norms to those of the past as well as to other modern cultures.</p> <p>Define validity and reliability.</p>	<p>Interactive websites and articles: see Resource Appendix</p>	<p>Conduct student-led lesson on norms, values, and beliefs in a society.</p> <p>Conduct folkways web quests.</p> <p>Read and analyze news articles pertaining to modern culture.</p>	<p>Design projects that highlight cultural similarities and differences in various populations, in pre-assigned groups.</p> <p>Culture research project. Have students select and conduct a specific aspect of cross-cultural research. Independent research should compare different countries or other types of societies.</p> <p>Culture movie projects</p> <p>Develop a fictional Movie poster that is based on societal norms, mores, and cultural values. For presentation, "pitch" film to class.</p> <p>Write a research paper accompanied with a oral presentation that focuses on the impact of culture in the development of human beings.</p> <p>Nature vs. Nurture Debates</p>
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<p>What are cultural universals and why do they exist?</p>	<p>Determine which cultural universals exist in all societies and why cultures share these traits.</p> <p>Read and analyze scholarly texts and articles to emphasize the importance and place of cultural universals in society.</p> <p>Explain and analyze why the notion of life course is a useful concept in sociology.</p>	<p>Interactive websites and articles: See resource appendix</p>	<p>Conduct cultural study and research reports on material and non-material culture.</p> <p>Create KWL culture charts as a whole class. Have students break into small groups and develop a list of wants and needs in the material world. Have students then create a separate list of non-material cultural examples.</p> <p>Select topics of interest related to cultural universals. Find a case study or news articles to support topics. Describe the sampling method used and discuss its strength and weaknesses.</p> <p>Create a two-column chart about aging. Title the left column "Myths and Opinions About Aging". Title the right column "Facts About Aging". Use information presented in class along with media center resources to fill in chart.</p>	<p>Case study reports follow up to cultural studies</p> <p>Interview and survey projects</p> <p>Continue to expand individual topics of culture studies. Develop a culture survey which is distributed to the school population. Create an action plan and outline, following the steps of the research process.</p> <p>Oral presentations on findings, explaining choices made, and findings of surveys</p>
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<p>What is the difference between ethnocentrism and cultural relativism?</p>	<p>Analyze the roles ethnocentrism and racism play in a society and determine what affect these elements have in all societies.</p>	<p>Websites and articles:  See resource appendix</p>	<p>“My Culture” posters: have students create posters representing the seven elements of culture and present them in class.</p> <p>Have students create and lead lessons on cultural relativism, point of view.</p> <p>Create a children's story book teaching the dangers of ethnocentrism.</p>	<p>Movie and music analysis</p> <p>Personal ethnocentric evaluation surveys</p> <p>Interview and survey creation</p> <p>Before and after viewpoints</p>
<p>What roles do subcultures play in modern culture?</p>	<p>Analyze and assess the impact modern subcultures have on society.</p> <p>Compare and contrast individual subcultures through international perspectives.</p>	<p>Websites and articles:  See Resource appendix</p> <p>Streaming video</p> <p>Movie: <i>Joy Luck Club</i> (Selected appropriate excerpts)</p>	<p>Conduct group readings on Neo-Nazi subcultures.</p> <p>Picture prompt and writing analysis of subcultures of the twentieth-century. Create small groups in the class (4-5), providing each group of students with a different political cartoon. Each groups’ political cartoon should focus on a different sub-culture. Have groups determine: the subculture/topic, the time period, and the group perception of the subculture. Let students choose roles within the group. Require all students to write at least a paragraph on their personal perceptions and submit at beginning of next class period.</p>	<p>Document-based questions on types of subcultures and reactions to those subcultures</p> <p>Test on dominant and subcultures</p>

SOC.9-12.6.1.12.D.16.a  
SOC.9-12.6.1.12.A.6.b  
SOC.9-12.6.1.12.D.13.f  
SOC.9-12.6.1.12.D.14.d  
SOC.9-12.6.1.12.D.14.e  
SOC.9-12.6.1.12.D.14.f  
SOC.9-12.6.3.12  
LA.11-12.R.CCR.7  
LA.11-12.R.CCR.4  
LA.11-12.W.CCR.7  
LA.11-12.RH.11-12.1  
LA.11-12.RH.11-12.2  
LA.11-12.WHST.11-12.4  
WORK.9-12.9.1.12.1  
WORK.9-12.9.1.12.A.1  
WORK.9-12.9.1.12.1  
WORK.9-12.9.1.12.B.1  
WORK.9-12.9.1.12.1  
WORK.9-12.9.1.12.D.2

Analyze the impact of American culture on other world cultures from multiple perspectives.  
Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.  
Relate the changing role of women in the labor force to changes in family structure.  
Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.  
Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.  
Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.  
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.  
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.  
Apply critical thinking and problem-solving strategies during structured learning experiences.  
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.  
Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.  
Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.  
Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.

## Differentiation

Due to the fact that a large part of this unit is based on class discussion from articles, teachers can achieve differentiation by tailoring the difficulty of the articles to individual students without altering the content needed for discussion. Additionally, if students have difficulty speaking in front of their classmates in a formal discussion setting, teachers may use an online discussion page to allow students to respond to discussion questions.

This unit also lends itself to visual representations of the content material.

## Technology

Technology in this unit may be utilized in a diverse multicultural experience. The teacher may choose to focus on the visual learner through the use of multimedia resources, and streaming video. The teacher may wish to provide students with organized guides to note taking, emphasizing the use of expert peer groups to help aid students and lessons.

The teacher may also wish to use tiered skill activities in an effort to reach different levels of difficulty, while remaining focused on shared learner outcomes. The tiered model offers adjustable levels of challenge, while at the same time helps students make their own connections with key ideas and skills. The emphasis remains student-centered and provides practical, analytical, and creative options for student work.

## College and Workplace Readiness

Some skills that can be honed in this unit are problem solving, critical thinking and reasoning. As students collaborate in the research process, they will practice self management and perhaps even conflict resolution. Communication, both verbal and written, is an essential skill that students will transfer to the future. In addition, being able evaluate an argument from multiple perspectives will bode them well.

# Unit 3: Social Structure

## Unit Plan

### Enduring Understandings:

Sociology is the study of the development, structure and functioning of society. Gender roles are a set of social and behavioral norms, which are affected by culture, religion, and political rights.

Society is built upon the foundation of groups and organizations which function interdependently.

### Essential Questions:

How is society divided into groups, and how do these groups work together for the betterment of society?

How has the role of women, minorities, and individuals with disabilities changed within society?

### Unit Goals:

1. Analyze how culture shapes human-societal relationships.
2. Identify groups and organizations which exist within a society and determine their impact and effect on the population.
3. Economic and political development are directly affected through social media and technology.
4. Analyze the social changes which have occurred during the 20th and 21st centuries, and evaluate why social inequality still exists.

**Recommended Duration:** 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What are the two major components of social structure and how do they affect human interaction?</p>	<p>Interaction is the basis for social relationships and status.</p> <p>Distinguish cultural perspectives for the analysis of human interaction.</p>	<p>Websites: see Resource Appendix</p>	<p>Conduct pre-tests on gender, race, and ethnicity concepts.</p> <p>Design multimedia presentations on cultural perspectives.</p> <p>Utilize flash card station activity on human interaction.</p> <p>Conduct class debates on moral choices and consequences.</p>	<p>Post-test gender, race, ethnicity</p> <p>Quiz on morality</p> <p>Essays on issues of morality</p> <p>Picture prompt test depicting moral choices</p> <p>Timed essays in class on a pre-assigned issue of morality</p>
<p>What is a group and what features are used to distinguish among groups?</p>	<p>Compare and contrast in-groups and out-groups with primary and secondary groups.</p> <p>Develop and create a thesis to examine the importance of group interactions within a society.</p> <p>Determine how global organizations impact individual populations.</p>	<p>Streaming video</p> <p>Websites: see Resource Appendix</p> <p>Movie: <i>The Breakfast Club</i> (selected appropriate excerpts)</p>	<p>Conduct group discussions and examinations on immigration using at least three of the five key concepts (social structure, social action, and functional integration, power, culture) of sociology.</p> <p>Provide students with a list, chart, or graph which displays and explains how the four characteristics of social groups apply to groups in which we all belong.</p> <p>Facilitate collaborative learning group dynamics activities.</p> <p>Conduct oral presentations: Are more heads better than one?</p> <p>Facilitate cooperative learning activities demonstrating group polarization</p>	<p>Reflective journal entries on relevant articles and current events</p> <p>Self-evaluations</p> <p>Cooperative learning projects on group dynamics</p> <p>Chapter and unit tests on group functions and roles in societies</p>

<p>What are the most common types of social interaction?</p>	<p>How has social interaction and communication changed since World War II?</p> <p>Evaluate the change in dating patterns.</p> <p>Evaluate the importance and availability of the internet and social media.</p>	<p>Websites: see Resource Appendix</p>	<p>Distribute worksheets and graphic organizers on the dynamics of technology and the twenty-first century learner.</p> <p>Implement peer listening stations on social media and its relevance in twenty-first century societies.</p>	<p>Oral presentations: Social media and its influence since 2000</p> <p>Web quest on changing technology</p> <p>Resume or interview project followed up by critical thinking discussion questions</p> <p>Sample questions: What do you consider to be the three most important inventions, and why? Assess social change in the United States over the past fifty years in terms of the impact and scope of technology.</p> <p>Cooperative learning activities</p>
<p>What are the agents of socialization?</p>	<p>The socialization process is achieved through multiple agents through the course of one's life.</p> <p>Evaluate the importance of each social agent at different points in the individual's life.</p>	<p>Streaming video:</p> <p>Websites: see Resource Appendix</p>	<p>Assign reflective student journals.</p> <p>Conduct whole class readings from <i>New York Times</i>.</p>	<p>Thesis paper on impact and change of women, minorities, and individuals with disabilities</p>
<p>What is social inequality and in what forms does it still exist?</p>	<p>Asses why social inequality exists in every society.</p> <p>Define the terms: Affirmative Action, Assimilation, Discrimination, Integration, and Racism. Determine the characteristics that classify a group as a minority group.</p>	<p>Websites: see Resource Appendix</p> <p>Movie: "<i>Slumdog Millionaire</i>" (Selected appropriate excerpts)</p>	<p>Conduct whole class prep and debate on socio-economics.</p> <p>Create "Do Nows" that focus on the "melting pot" metaphor. Have students construct other metaphors that accurately describe America today and explain the rationale for it.</p> <p>Conduct mock trials with cases focusing on social inequality in America.</p> <p>Reinforce content with direct instruction.</p> <p>Facilitate inter-group <i>Monopoly</i>.</p>	<p>Open-ended questions</p> <p>Data-based questions</p> <p>Picture prompts</p> <p>Group development of policy suggestions for reducing both prejudice and discrimination in all societies</p> <p>Unit case study</p>

SOC.9-12.6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.
SOC.9-12.6.1.12.14	Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.
SOC.9-12.6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
SOC.9-12.6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
SOC.9-12.6.3.12	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.9-12.6.3.12.C.1	Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
LA.11-12.W.CCR.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LA.11-12.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
LA.11-12.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.11-12.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
TEC.9-12.8.1.12.A.5	Produce a multimedia project using text, graphics, moving images, and sound.
TEC.9-12.8.1.12.B.2	Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
TEC.9-12.8.1.12.B.5	Select and use specialized databases for advanced research to solve real world problems.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
WORK.9-12.9.1.12.1	Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
WORK.9-12.9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
WORK.9-12.9.1.12.E.1	Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.

## Differentiation

Teachers may wish to utilize strategies in this unit that focus on collaborative learning communities. Teachers can opt to make groups smaller to allow for more hands-on work within the group dynamic and assign specific roles in groups that play to each group members strengths. In addition, tasks may be modified to play to students' strengths and weaknesses.

See the suggested assessments for other examples of differentiation. Instructors may also allow students to design their own performance assessments.

## Technology

In this unit many of the essential questions pertain to how gender roles are a set of social and behavioral norms, which are affected by culture, religion, and political rights. Teachers may want to: incorporate the use of interactive white boards or multi-media presentations to illustrate key points. Incorporate the use of clips from programs like *60 Minutes* or *New York Times Interactive* as these programs produce real time documentaries.

Additionally, since this unit deals with our perception of other cultures and their perception of American culture, it may be useful to allow students to explore how teenage societies around the world use social networking sites.

## College and Workplace Readiness

Developing action plans, proposals, and implementation strategies are important parts of this unit and an integral part of the Sociology curriculum. This is a major focus because it allows students to develop effective research skills that will be needed in college and the work place. Additionally, these assignments allow students to develop very important collaborative work skills which will be needed in most, if not all work places. When developing these action plans, proposals, and implementation strategies, it is important to have students focus on using the most up-to-the-minute data and how to apply and synthesize it.

During this unit and future units it is also advantageous to have the students engage in forum style discussions based on teacher selected articles that require them to read critically and apply the information in a discussion. To make this more effective it is beneficial to have the forum style discussion be graded discussion. Grades can be determined by the frequency and quality of responses made by a student as well as how effectively they use the information from the article. Doing so will ensure that students have the skills needed to read critically, apply content verbally, and structure an argument from multiple viewpoints. If a class is too large the Forum function on the Moodle page will allow the discussion to take place online.

# Unit 4: Social Stratification

## Unit Plan

### Enduring Understandings:

Sociology is the study of the development, structure and functioning of society.

While against the basic ideas of social control, conflict and crime build stronger societies and generate a stronger sense of norms and values.

Stratification is the division of society into classes that have unequal amounts of wealth, power and prestige.

### Essential Questions:

How does society define deviance?

Can any society function completely and justly without crime and conflict?

How did social class systems develop within society?

What inequalities are present in modern American society for the following groups: women, elderly, minorities?

What factors determine one's social class?

### Unit Goals:

1. Analyze how culture shapes human-societal relationships.
2. Recognize that society is divided based upon economic, social, and political factors.
3. Describe and explain reasons for deviant and criminal behavior in society, and identify consequences.
4. Examine the socio-economic, political, and cultural factors which determine social mobility and stratification in society.

**Recommended Duration:** 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What are the characteristics of class systems?	<p>Determine how class systems developed within given societies.</p> <p>Evaluate the fundamental concepts of a class system.</p>	Websites: see Resource Appendix	<p>Distribute graphic organizers on class systems and the characteristics of each.</p> <p>Conduct lessons on the development of class systems in ancient and modern societies.</p> <p>Assign web quests on different class systems and the stereotypes associated with each.</p>	<p>Pre-test on social class and stratification</p> <p>Class system creation project where students can create a society with a new social class system with specific rules and concepts pertaining to stratification</p>
What are the major theories that have been proposed to explain the existence of social stratification?	<p>Compare and contrast social stratification within different societies.</p> <p>Develop new stratification that is fair for all societies.</p>	Websites: see Resource Appendix	<p>Distribute picture prompts and graphic organizers.</p> <p>Facilitate class forum discussions on how social stratification is used to maintain control and create classes within society</p>	<p>Role playing skit where students take on the role of different social stratification levels</p> <p>Debates on the pro and cons of social stratification in America</p> <p>Social stratification research project</p>
What are the characteristics of the American class system?	<p>Identify how the American social class system works and compare it to other world societies.</p> <p>Analyze inequality and social mobility as a vehicle within American class system.</p>	Websites: see Resource Appendix	<p>Assign timeline project on how the American class system has changed since the founding of America.</p> <p>Class discussion on topics such as social inequalities and the impact of social inequalities in obtaining social mobility</p>	Timeline project on changes to the American class system or how different minority groups have successfully implemented change within the class system

<p>What role does deviance play in modern society?</p>	<p>Define deviance and examine the role deviance plays within society.</p> <p>Evaluate and discuss the pros and cons of deviance and deviant behavior.</p>	<p>Websites: see Resource Appendix</p> <p>Movies: <i>Bowling for Columbine</i> (selected appropriate excerpts)</p> <p>Media resources:</p> <p><i>60 Minutes. September 25, 2011 - The Counter-Terrorism Bureau, The Murder of an American Nazi, Parker &amp; Stone. Season 44, Episode 1.</i></p> <p><i>60 Minutes. January 16, 2011- Descent into Madness, Yemen, The Gambler. Season 44, Episode 17.</i></p> <p><i>60 Minutes. February 27, 2011- 21st Century Cons. Season 44, Episode 22.</i></p>	<p>Assign current events on local, state or national news on deviance to create a working definition of deviance and the role deviance plays in society today.</p> <p>Assign presentations on a research paper.</p> <p>Explore cause and effect scenarios of crime and deviance.</p> <p>Conduct crime and consequence simulations.</p>	<p>Research paper on a serial killer or other form of deviance within society</p> <p>Assessment on deviance in society</p> <p>Public service announcement</p>
<p>In what ways can deviance create a stronger society?</p>	<p>Deviance can be used to define norms and values.</p> <p>Analyze modern society and the deviance within our society as a means of improving society.</p>	<p>Streaming video</p> <p>Websites: see Resource Appendix</p>	<p>Assign journal entries on current events.</p> <p>Conduct whole class discussion.</p>	<p>Digital collage</p> <p>Multi-media presentation</p> <p>Peer presentations</p>

SOC.9-12.6.1.12.A.1.b  
 SOC.9-12.6.1.12.A.8.c  
 SOC.9-12.6.1.12.14

Analyze how gender, property ownership, religion, and legal status affected political rights.

Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.

Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

SOC.9-12.6.1.12.D.14.d

Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

SOC.9-12.6.1.12.D.16.c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
SOC.9-12.6.2.12	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SOC.9-12.6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
SOC.9-12.6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
SOC.9-12.6.3.12	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.9-12.6.3.12.3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
LA.11-12.W.CCR.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.11-12.WHST.11-12.1.a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.11-12.WHST.11-12.1.e	Provide a concluding statement or section that follows from or supports the argument presented.
LA.11-12.WHST.11-12.2.b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
TEC.9-12.8.1.12 A.5	Produce a multimedia project using text, graphics, moving images, and sound.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.1	Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
WORK.9-12.9.1.12.D.2	Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
WORK.9-12.9.1.12.E.1	Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
WORK.9-12.9.1.12.2	Ethical behaviors support human rights and dignity in all aspects of life.
WORK.9-12.9.2.12.F.4	Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

## Differentiation

Teachers may wish to utilize modified case study assignments that focus on the organization and effectiveness of global organizations. Teachers may wish to consider a project on the role, development, and impact of world organizations and their functions within a society. Teachers may wish to plan a virtual field trip or an actual field trip to The Museum of Tolerance in New York City. Under the banner of "assessment", teachers may wish to use a variety of criteria to measure success. Teachers should allow multiple options to express learning such as: providing your students with rubrics prior to assignments, set benchmarks, develop multiple choice exams, provide opportunities to practice with support, offer flexible opportunities for demonstrating skill sets, utilize pre and post tests, and provide tiered practice and assessment.

See suggested assessments for other examples of differentiation.

## Technology

The use of technology is necessary and useful in communicating the impact and roles social mobility and social control play in the 21st century. There are several interactive websites listed that not only provide authentic assessments for students but provide innovative and quality resources for teachers.

Teachers may wish to incorporate the following: the use of interactive white boards in projecting interactive web sites; the use of activity packs on the PBS Teachers web site that focus on the economics of the 21st century; looking at the technology that world organizations use themselves like bar codes, world index calculators, etc.; the use of video conferencing in interacting with other classrooms around the globe.

## College and Workplace Readiness

Throughout the curriculum there are many opportunities to engage students and challenge them to acquire skills that will aid them in any life setting. Some suggestions:

**Problem Solving:** There are several types of problem solving techniques that can be applied throughout the course. A few that might be useful in this unit are root cause analysis, brainstorming and lateral thinking. Solving problems big and small are a necessary survival skill throughout the course of one's life. By attempting to think and provide solutions to real world problems, students further their understandings.

**Critical Discourse/Oral Debate:** Many colleges and universities require that students take a critical discourse class upon graduation. Creating an environment where students feel comfortable speaking in front of their peers is not only desirable, it is necessary. By researching and evaluating interesting topics to debate, students will gain an educated understanding of material and will hopefully also possess the ability to craft an educated argument.

Teachers should also adhere to the new standards and goals in twenty-first century education. Be cognizant of lexile scores when assigning reading material. It is important to note that the Lexile measure of a book refers to its text difficulty only. Lexile measures are based on two well-established predictors of how difficult a text is to comprehend: word frequency and sentence length. Therefore you may wish to choose higher level reading materials which emphasize vocabulary and higher level thinking such as: *The New York Times*, *The Washington Post*, and other sources.

# Unit 5: Sociology of Poverty and Politics

## Unit Plan

### Enduring Understandings:

Politics and poverty are affected by government institutions, values of society, morality, and the ability to enact social legislation. The ability to function within a society can be affected by the wealth of the people and their access to global resources.

### Essential Questions:

How effective have governments been in enacting social legislation to end poverty?

What is the difference between absolute and relative poverty?

How has technology been responsible for social and cultural revolutions?

How can we use technology to gather, classify, sequence, and interpret information and visual data?

### Unit Goals:

1. Examine the socio-economic, political, and cultural factors which determine social mobility and stratification in society.
2. Recognize that social problems often occur when individuals or groups have limited access to global resources.
3. Identify organizations and institutions which are responsible for enacting social legislation.
4. Predict and offer solutions to social problems in the 21st century.

**Recommended Duration:** 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What role does modern politics and government organizations have on poverty?	<p>Determine and evaluate the role of local, state and Federal governments in determining the level of poverty.</p> <p>Analyze the current government agencies role in ending or preventing future growth in the poverty level.</p>	<p>Streaming video</p> <p>Websites: see Resource Appendix</p>	<p>Conduct lecture and whole-class discussion, or panel/round table scored discussion.</p> <p>Conduct peer presentations.</p>	<p>Research project developing policy suggestions for reducing the number of homeless the United States</p>
What is poverty and what are the different forms that poverty takes?	<p>Define poverty and describe and forms poverty takes in America.</p> <p>Evaluate the different levels of poverty in America and why these levels exist.</p>	<p>Streaming video</p> <p>Websites: see Resource Appendix</p> <p>Movie: <i>Slumdog Millionaire</i> (selected appropriate excerpts)</p>	<p>Distribute graphic organizer on the poverty levels in the United States.</p> <p>Construct Venn diagrams to compare and contrast American poverty to poverty around the world.</p> <p>Assign article summaries.</p>	<p>Data based essay question</p> <p>Position paper</p>
What effects does poverty have on the culture and society in which it exists?	<p>Analyze the affect poverty has on culture and determine the impact socio-economic inequality has on existing societies.</p> <p>Evaluate the idea behind the "American Dream" and compare that belief to the ideas of poverty.</p>	<p>Streaming video</p> <p>Websites: see Resource Appendix</p>	<p>Survey and interview to analyze poverty theories and assumptions within their community.</p> <p>Facilitate a debate: "The cycle of poverty can never be broken."</p>	<p>Research projects and presentations addressing the connection between poverty and the regional culture</p> <p>Research local organizations and present their findings to the class</p>
What role do education, technology and social institutions play in the effects of poverty?	<p>Determine the impact of education and technology on poverty in America.</p> <p>Evaluate the role and impact of different social institutions on the poor in America.</p>	<p>Streaming video</p> <p>Websites: see Resource Appendix</p>	<p>Facilitated discussions on the role of education and technology in a society and its relationship to poverty.</p> <p>Analyze current events articles.</p>	<p>Student created public service announcements</p> <p>Technology timelines</p> <p>Digital collages</p>

SOC.9-12.6.1.12.C.3.b	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
SOC.9-12.6.1.12.C.6.c	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
SOC.9-12.6.1.12.C.13.c	Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.
SOC.9-12.6.1.12.14	Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.
SOC.9-12.6.1.12.C.14.b	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
SOC.9-12.6.1.12.C.14.c	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
SOC.9-12.6.2.12.C.6.b	Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
SOC.9-12.6.2.12.C.6.c	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
SOC.9-12.6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
SOC.9-12.6.3.12	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
LA.11-12.W.CCR.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.11-12.WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.11-12.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.11-12.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
TEC.9-12.	The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.
TEC.9-12.8.1.12 B.12	Integrate new information into an existing knowledge base and communicate the results in a project or presentation.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.A.4	Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.
WORK.9-12.9.1.12.D.2	Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
WORK.9-12.9.1.12.E.1	Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.

## Differentiation

Teachers may wish to incorporate multimedia presentations with reinforcing worksheets. Teacher may incorporate class forum sessions that focus on auditory learning through question and answer sessions. Teachers can also use manipulation of ideas and concepts during hands-on activities to appeal to the diverse learning styles of the students. Teachers may assign cooperative learning activities so that students of varied abilities may assist each other and work together on a task or project. Teachers should also provide one-to-one teacher support and create assignment checklists, encouraging students to try as many varied assessments that can be provided.

See the suggested assessments for other examples of differentiation.

## Technology

It is recommended that teachers collaborate via email, by sharing lesson plans on OnCourse, and through AHOY. Students will be encouraged to utilize the online resources provided by the textbook publisher. Teachers and/or students may create web quests, design virtual field trips and internet scavenger hunts.

## College and Workplace Readiness

Throughout the curriculum there are many opportunities to engage students and challenge them to acquire skills that will aid them in any life setting. Some suggestions:

**Problem Solving:** There are several types of problem solving techniques that can be applied throughout the course. A few that might be useful in this unit are root cause analysis, brainstorming and lateral thinking. Problem solving is a necessary survival skill throughout the course of one's life. By attempting to think and provide solutions to real world problems, students further their understandings.

**Critical Discourse/Oral Debate:** Many colleges and universities require that students take a critical discourse class upon graduation. Creating an environment where students feel comfortable speaking in front of their peers is not only desirable, it is necessary. By researching and evaluating interesting topics to debate, students will gain an educated understanding of material and will hopefully also possess the ability to craft an educated argument. This technique will also be extremely useful in evaluating the students' progress in the culminating unit. Teachers may wish to moderate but should also consider a "hands on" approach in guiding the debate.