

**PUBLIC SCHOOLS OF EDISON TOWNSHIP  
OFFICE OF CURRICULUM AND INSTRUCTION**

**SOCIOLOGY**

Length of Course: Semester

Elective / Required: Elective

Schools: High School

Student Eligibility: Grade 11-12

Credit Value: 2.5 Credits

Date Approved: August 24, 2015

# SOCIOLOGY

## Table of Contents

Statement of Purpose .....	3
Course Objectives .....	4
Time Line .....	5
Unit One: The Sociological Perspective .....	6
Unit Two: Culture, Social Structure and Discrimination .....	10
Unit Three: Socialization and Deviance .....	16
Unit Four: The Family-Start of Social Institutions .....	22
Unit Five: Education-Social Institutions .....	24
Unit Six: Political and Economic Institutions .....	26
Unit Seven: Religion-Social Institutions .....	28
Unit Eight: Sport-Social Institutions .....	30
Unit Nine: Social Change and Collective Behavior .....	32

**Modifications will be made to accommodate IEP mandates for classified students.**

### **Statement of Purpose**

Sociology is a semester-long elective that presents students with an introduction to the academic discipline. Students develop an understanding of the ways sociologists investigate, describe and analyze social life. In addition, it is intended that the student develops a feeling for the excitement and significance of sociological research.

The course will also hone the essential skills that reside at the heart of the social studies discipline. Referenced throughout the guide are the skills prescribed by the Common Core. In each chapter, for example, students will write —cohesive and coherent passages, read complex primary sources, and integrate multiple sources of information.

In essence the course involves looking at the world in which we live, asking questions and solving problems. This is done by using the sociological perspective to gain a deeper understanding of social trends, cultural change, social inequality, social institutions, and human social development. By taking sociology students will gain a new way of looking at the world in which we live and begin to make connections between human behavior and society.

**Course Objectives**

The student will be able to:

1. Develop an understanding of the ways sociologists investigate, describe, and analyze social life
2. Leverage tools of the different social studies disciplines to think deeply and broadly about issues facing contemporary society.
3. Develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

**Timeline**

First Quarter Units: 1-4

Second Quarter Units: 1-9

**Unit I: The Sociological Perspective  
Topic 1: An Invitation to Sociology**

**Targeted Standards:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Unit Objectives/Conceptual Understandings:** Students will be able to understand that sociology studies human social behavior and that sociology is a relatively young science; and that sociology includes three major theoretical perspectives (functionalism, conflict and symbolic).

**Essential Questions:** How does a sociologist think?

**Unit Assessment:** Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p><b>CCSS.ELA-Literacy.RH.11-12.8</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>CCSS.ELA-Literacy.WHST.11-12.1a</b> 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.</p>	<p>I. The Sociological Perspective</p> <p>A. The Nature of Sociology</p> <p>B. The Importance of Patterns</p> <p>C. Acquiring Sociological Imagination</p> <p>II. The Origins of Sociology</p> <p>A. European Origins</p> <p>B. Sociology in America</p>	<p>1. Define Sociology</p> <p>2. Describe two uses of sociological perspectives</p> <p>3. Distinguish Sociology from other social sciences</p> <p>4. Outline contributions of the major pioneers of sociology</p> <p>5. Summarize the development of sociology in the US.</p>	<p>1. Power Point presentation--“The Pioneers of Sociology”</p> <p>2. Class discussion: how does a Sociologist work differently than a historian?</p> <p>3. Class reading: viewing the United States as an outsider would.</p>	<p>1. Quizzes</p> <p>2. Essays</p> <p>3. Tests combining both multiple – choice and writing components</p> <p>4. Class discussions</p>

**Unit I: The Sociological Perspective  
Topic 1: An Invitation to Sociology (Cont.)**

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p><b>CCSS.ELA-Literacy.WHST.11-12.1b</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>	<p>III. Theoretical Perspectives</p> <p>A. The Role of Theoretical Perspectives</p> <p>B. Functionalism</p> <p>C. Conflict Perspective</p> <p>D. Symbolic Interactions</p>	<p>6. Identify the three major theoretical perspectives</p>		
<p><b>Resources:</b> <i>Sociology and You</i> Chapter 1 pp. 2-23</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings.</p>	

**Unit I: The Sociological Perspective  
Topic 2: Sociologists Doing Research**

**Targeted Standards: Standard 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Unit Objectives/Conceptual Understandings:** Students will be able to understand that when scientists do qualitative research, they generally use surveys or pre-collected data; that the research process is made up of several distinct steps that may not always be strictly followed; and that researchers have an obligation to protect participants’ privacy.

**Essential Questions:** How do sociologists research a topic? To which procedures and codes must they adhere?

**Unit Assessment:** Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
8.1.12.F.1: Select and use specialized databases for advanced research to solve real-world problems. <ul style="list-style-type: none"> <li>CCSS.ELA-Literacy.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</li> </ul>	I. Research Methods <ul style="list-style-type: none"> <li>A. Doing Research in the Social Sciences</li> <li>B. Survey Research</li> <li>C. Secondary Analysis</li> <li>D. Field Research</li> </ul> II. Procedures and Ethics in Research	1. Describe the basic quantitative and qualitative research method used by sociologists 2. Discuss basic research concepts 3. Explain the steps sociologists use to guide research 4. Discuss ethics in sociology	1. Completion of Graphic Organizer using internet databases—comparing qualitative to quantitative approaches and also the sociological approach to that of other disciplines. 2. Class discussion: why should a social scientist be bound by ethical guidelines? Where is the potential for abuse?	1. Quizzes 2. Essays 3. Tests combining both multiple – choice and writing components 4. Class discussions

**Unit I: The Sociological Perspective  
Topic 2: Sociologists Doing Research (Con't)**

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>A. Steps for Doing Research</p> <p>B. Ethics in Social Research</p>			
<p><b>Resources:</b> <i>Sociology and You</i> Chapter 2 pp. 36-58</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings.</p>	

**Unit II: Culture, Social Structure and Discrimination**  
**Topic 1: Culture**

**Targeted Standards: Standard 6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Unit Objectives/Conceptual Understandings:** Students will be able to see how culture defines how people in a society behave in relation to others and to physical objects; to understand that humans can create and transmit culture. Students will be able to recognize the two essential components of culture (norms and values). Students will be able to differentiate between material and nonmaterial culture. Students will be able to identify ideal culture and real culture; and finally, understand that cultures may change through three specific processes.

**Essential Questions:** What defines a culture? What norms and values are central to our culture?

**Unit Assessment:** Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.A.7.b: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.  CCSS.ELA-Literacy.WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an	I. The Basis of Culture A. Culture and Society B. Culture & Heredity C. Sociobiology  II. Language and Culture A. Symbols, Language and Culture B. The Sapir-Wharf Hypothesis	1. Explain how culture and heredity affect social behavior  2. Describe how language and culture are related  3. Name the essential components of culture  4. Discuss how cultural diversity is promoted within a society	1. Class viewing of a video--The Amish; Children of God  2. Power Point Presentations-what norms and values guide out school culture.  3. Reading of World War I propaganda—how does that change how we live?	1. Quizzes  2. Essays  3. Tests combining both multiple – choice and writing components  4. Class discussions

**Unit II: Culture, Social Structure and Discrimination  
Topic 1: Culture (Con't)**

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p><b>CCSS.ELA-Literacy.WHST.11-12.1b</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p><b>CCSS.ELA-Literacy.RH.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>III. Norms and Values</p> <p>A. Norms: The Rules We Live By.</p> <p>B. Folkways, Mores, and Laws</p> <p>C. Enforcing the Rules</p> <p>D. Values: The Basis for Norms</p> <p>E. Basic Values in the U.S.</p> <p>IV. Beliefs and Material Culture</p> <p>A. Beliefs and Physical objects</p> <p>B. Ideal and Real Culture</p> <p>V. Cultural Change and Similarity</p>	<p>5. Understand the role of ethnocentrism in society</p> <p>6. Identify similarities in cultures around the world</p>		

**Unit II: Culture, Social Structure and Discrimination  
Topic 1: Culture (Con't)**

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p><b>CCSS.ELA-Literacy.RH.11-12.8</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>CCSS.ELA-Literacy.RH.11-12.9</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<ul style="list-style-type: none"> <li>A. Cultural Change</li> <li>B. Cultural Diversity</li> <li>C. Ethnocentrism</li> <li>D. Cultural Universals</li> </ul>			
<p><b>Resources:</b> <i>Sociology and You</i> Chapter 2 pp. 36-58</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings.</p>	

**Unit II: Culture and Social Structure  
Topic 2: Minorities and Discrimination**

**Targeted Standards: Standard 6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Unit Objectives/Conceptual Understandings:** Students will be able to explain the specific definitions particular to minorities, race, and ethnicity. Students will be able to understand that the patterns of racial and ethnic relations take two forms (assimilation and conflict). Students will be able to recognize that prejudice involves attitudes, while discrimination is about behavior; and to understand that discrimination in the U.S. has caused some ethnic and racial groups to lag behind the white majority in numerous areas.

**Essential Questions:** What makes a particular group feel like outsiders? What factors reside at the heart of racial and ethnic relations? What makes someone prejudice? Can prejudice be overcome?

**Unit Assessment:** Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.A.14.c: Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.  6.1.12.D.14.b: Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.	I. Minority, Race and Ethnicity  A. Minorities  B. Defining Race  C. Ethnicity  II. Racial and Ethnic Relations  A. Patterns of assimilation	1. Describe what sociologists mean by the terms minority, race, and ethnicity  2. Discuss patterns of racial and ethnic relations  3. Discuss the difference between prejudice and discrimination	1. Power Point Presentation on the History of Discrimination-what have different group been treated in American history?  2. Class discussion--what makes a particular group feel like outsiders?	1. Quizzes  2. Essays  3. Tests combining both multiple – choice and writing components  4. Class discussions

**Unit II: Culture and Social Structure  
Topic 2: Minorities and Discrimination (Con't)**

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>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.</p> <p><b>CCSS.ELA-Literacy.RH.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>	<p>B. Patterns of Conflict</p> <p>III. Theories of Prejudice and Discrimination</p> <p>A. Prejudice, Race, and Discrimination</p> <p>B. Hate Crimes</p> <p>C. Stereotypes</p> <p>D. The Functionalist Perspective</p> <p>E. The Conflict Perspective</p> <p>F. The Symbolic Interactionist Perspective</p> <p>IV. Minority Groups in the US</p> <p>A. Institutionalized Discrimination</p> <p>B. African Americans</p>	<p>4. Explain how functionalists, conflict theorists, and symbolic interactionists view racial inequalities</p> <p>5. Compare the condition of American minorities with that of the white majority</p>		

**Unit II: Culture and Social Structure  
Topic 2: Minorities and Discrimination (Con't)**

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
	C. Latinos  D. Native Americans  E. Asian Americans  F. White Ethnics			
<b>Resources:</b> <i>Sociology and You</i> Chapter 9 pp. 274-301			<b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings.	

**Unit III: Socialization and Deviance  
Topic 1: Socialization**

**Targeted Standards: Standard 6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Unit Objectives/Conceptual Understandings:** Students will be able to understand that socialization is the cultural process of learning to participate in group life; recognize that all three theoretical perspectives agree that socialization is needed if cultural and societal values are to be learned; and to recognize that during childhood and adolescence, the major agents of socialization are family, school, peer group, and mass media.

**Essential Questions:** What moves an individual to think and act as they do?

**Unit Assessment:** Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations. Formative assessments to include

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>6.1.12.C.16.b: Predict the impact of technology on the global workforce and on entrepreneurship.</p> <p>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.</p> <p>6.1.12.B.1.a: Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.</p>	<p>I. The Importance of Socialization</p> <p>A. Socialization and Personality</p> <p>B. Case Studies on Isolated Children</p> <p>II. Socialization and the Self</p> <p>A. The Functionalist and Conflict perspective on Socialization</p>	<p>1. Define the term socialization</p> <p>2. Discuss the role socialization plays in human development</p> <p>3. Explain the key concepts of socialization from the symbolic interactionist perspective</p> <p>4. Analyze the role of family, school, peer group, and media in socializing young</p>	<p>1. Role Play activity—what is acceptable dress in our high school? What is not? What explains the difference?</p> <p>2. Class survey—your families values vs. your own. What are the similarities? What are the differences?</p> <p>3. Class discussion: how does advertising alter the way we think?</p>	<p>1. Quizzes</p> <p>2. Essays</p> <p>3. Tests combining both multiple – choice and writing components</p> <p>4. Class discussions</p>

**Unit III: Socialization and Deviance  
Topic 1: Socialization**

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p><b>CCSS.ELA-Literacy.RH.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>CCSS.ELA-Literacy.RH.11-12.8</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>	<p>B. Symbolic Interactionism and Socialization</p> <p>III. Agents of Socialization</p> <p>A. The Family and Socialization</p> <p>B. Socialization in Schools</p> <p>C. Peer Group Socialization</p> <p>D. The Mass Media and Socialization</p>	<p>5. Discuss processes for socialization in adulthood</p>	<p>4. Internet Discussions with students from other countries—How is life different there?</p>	
<p><b>Resources:</b> <i>Sociology and You</i> Chapter 4 pp. 108-128</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings.</p>	

**Unit III: Socialization and Deviance  
Topic 2: Conformity and Deviance**

**Targeted Standards: Standard 6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Unit Objectives/Conceptual Understandings:** Students will be able to understand that deviance is the violation of social norms. Students will be able to recognize that deviance can have both negative and positive consequences for society; to understand that symbolic interaction perspective yields two theories of deviance; and to understand that conflict perspective looks at deviance in terms of social inequality and power.

**Essential Questions:** What moves an individual to think and act as they do?

**Unit Assessment:** Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations. Formative assessments to include

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.A.14.b: Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.  CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i> .	I. Deviance and Social Control  A. The Nature of Deviance  B. Social Control  II. Functionalism and Deviance  A. Costs and benefits of deviance  B. Strain Theory	1. Define what is meant by deviance  2. Define social control and identify the major types of social control  3. Discuss the positive and negative consequences of deviance  4. Differentiate the major functional theories of deviance	1. Class reading—what constitutes deviance?  2. Class discussion: do view of deviance change over time?	1. Quizzes  2. Essays  3. Tests combining both multiple – choice and writing components  4. Class discussions

**Unit III: Socialization and Deviance  
Topic 2: Conformity and Deviance (Con't)**

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p><b>CCSS.ELA-Literacy.WHST.11-12.1a</b> 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.</p> <p><b>CCSS.ELA-Literacy.WHST.11-12.1b</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>	<p>C. Control theory</p> <p>III. Symbolic Interactionism and Deviance</p> <p>A. Differential Association theory</p> <p>B. Labeling Theory</p> <p>IV. Conflict Theory and Deviance</p> <p>A. Deviance in an Industrial Society</p> <p>B. Race, Ethnicity and Crime</p> <p>C. White Collar Crime</p> <p>V. Crime and Punishment</p> <p>A. Measurement of Crime</p> <p>B. Juvenile Crime</p> <p>C. Approaches to Crime Control</p>	<p>5. Discuss the conflict theory view of deviance</p> <p>6. Describe four approaches to crime control</p>		

**Unit III: Socialization and Deviance  
Topic 2: Conformity and Deviance (Con't)**

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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.</p>				

**Unit III: Socialization and Deviance  
Topic 2: Conformity and Deviance (Con't)**

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p><b>CCSS.ELA-Literacy.WHST.11-12.8</b> 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 overreliance on any one source and following a standard format for citation.</p>				
<p><b>Resources:</b> <i>Sociology and You</i> Chapter 7 pp. 202-232</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings.</p>	

**Unit IV: The Family—Start of Social Institutions**

**Targeted Standards: Standard 6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Unit Objectives/Conceptual Understandings:** Students will be able to appreciate that in all societies the family has been the most important social institution. Students will be able to recognize that the family is the very core of human social life and that although love is the prevailing reason people decide to get married that there still remain other different and equally valid reasons; and, lastly, to have an awareness of the many patterns of marriage and family living have emerged in the United States.

**Essential Questions:** How does the introduction of the foundational role of the family impact the nature versus nurture debate? In what ways do similar family environments produce similar people? What are some of the societal reasons, other than the feeling of love, that cause people to get married? How does marriage differ across cultural barriers? What inferences can be garnered from the current census data regarding the institution of marriage in the United States—ie: age, ethnicity, trends, etc.--state of marriage. Do these findings uphold or challenge popular conceptions of marriage you have?

**Unit Assessment:** Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.A.16.C: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.	I. Family and Marriage Across Cultures A. Defining the Family B. Patterns of Family Structure C. Marriage and choosing a mate  II. Theoretical Perspectives and the Family A. Functionalism B. Conflict Theory C. Symbolic Interactionism	1. Describe types of family structure and norms for marriage arrangement.  2. Compare and contrast views of the family proposed by three major perspectives.  3. Outline the extent and cause of divorce in America.	1. Students will compare present and past definitions of marriage using the sociological perspective.  2. Construct visual representations of the three major sociological perspectives, ie: Venn Diagrams; comparison charts  3. Compare present and past reasons people provide for getting divorced in America	1. Quizzes  2. Essays  3. Tests combining both multiple – choice and writing components  4. Class discussions

Unit IV: The Family—Start of Social Institutions (Con't)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p><b>CCSS.ELA-Literacy.WHST.11-12.9</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>CCSS.ELA-Literacy.WHST.11-12.6</b> 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.</p>	<p>III. Family and Marriage in the United States</p> <p>A. Divorce</p> <p>B. Violence</p> <p>IV. Changes in Marriage and Family</p> <p>A. Blended</p> <p>B. Single-Parent</p> <p>C. Same-Sex Families</p>	<p>4. Give an overview of family violence in the United States</p> <p>5. Discuss the future of the family in the United States</p>	<p>4. Relate current trends in domestic violence to the characteristics of places and regions using global and domestic maps</p> <p>5. Defend an oral position on the current debate over the marriage versus civil union debate regarding same-sex marriage.</p>	
<p><b>Resources:</b>  <i>Sociology and You</i>                      Chapter 11                      pp. 344-371</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings.</p>	

**Unit V: Education—Social Institutions**

**Targeted Standards: Standard 6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Unit Objectives/Conceptual Understandings:** Students will be able to understand that schools are becoming increasingly bureaucratic; students should also appreciate the nature of education as a response to the needs of society, that the aim of creating a true meritocracy is much harder in practice as inequalities in educational are not easily dismissible and lastly, and the highly influential socialization that occurs as a result of the setting of educational institutions.

**Essential Questions:** How does the bureaucratic nature of schools shape us in both known and unknown ways? What are some of the benefits and drawbacks a centralized educational system has on the development of the individual? How has the goal and nature of the public education system in the United States changed over time in response to cultural and ideological shifts, as well as advancements in technology? How do the three major sociological perspectives view the role of education in societies? According to sociological evidence, what types of generalizations and trends can be garnered about the manifold relationship between education and its interaction with other social factors? (ie: relationship of test scores to income, etc...)

**Unit Assessment:** Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.D.16.b: Explain how and why technology is transforming access to education and educational practices worldwide.  CCSS.ELA-iteracy.WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create	1. Development and Structure of Education A. Bureaucracy in Education 1. Open classroom, cooperative learning and integrative curriculum B. Alternatives to Public School 1. Charter and private Schools	1. Discuss schools as bureaucracies.  2. Outline the basic function of education.  3. Evaluate the merit-based nature of public education.  4. Describe the ways in which schools socialize students.	1 and 2. Analyze how the bureaucracy of schools deal with the shifting values of students by examining the school code of conduct and the changes over the years and how the rules have been modified to promote the basic function of education.  3. Integrate and evaluate multiple sources of information by examining the history of public education.	1. Quizzes  2. Essays  3. Tests combining both multiple – choice and writing components  4. Class discussions

**Unit V: Education—Social Institutions (Con’t)**

		<b>Core Content Objectives</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>	
<p>an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p><b>CCSS.ELA-Literacy.RH.11-12.8</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>CCSS.ELA-Literacy.RH.11-12.9</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>CCSS.ELA-iteracy.WHST.11-12.9</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>II. Functionalist Perspective A. Manifest functions of education B. Latent Functions of education</p> <p>III. Conflict Perspective A. Meritocracy B. Issues of inequality C. Cognitive ability D. Promoting Educational Equality</p> <p>IV. Symbolic Interactionis A. The Hidden Curriculum B. Teachers and Textbooks—socialization</p>	<p>5. Describe educational inequality.</p>	<p>4. Produce clear and coherent writing by writing a descriptive essay on how schools act as agents of socialization.</p> <p>5. Take a position on a current public policy debate over charter versus private schools with sociological and historical evidence.</p>		
<p><b>Resources:</b> <i>Sociology and You</i> Chapter 12 pp. 386-409</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings.</p>		

**Unit VI: Political and Economic Institutions—Social Institutions**

**Targeted Standards: Standard 6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Unit Objectives/Conceptual Understandings:** Students will appreciate and understand that authority is the sanctioned use of power, the two major models of political power are elitism and pluralism, capitalist economies are based on private property and the pursuit of profit and that in theory government should play a minor role in regulating the economy, that the modern corporation has become an extremely powerful and influential organization; lastly, to realize that workers of today and in the future are, and will be facing, a changing labor environment.

**Essential Questions:** Why do human come together to form governments? Are humans innately political or do environmental influences push humans to form societies with centralized governments? What are some of the different ways the concept of democracy is interpreted across the globe? Where does America’s definition of democracy fall within this list? To what extent does the type of government people live under have on the individual choices available to them? According to the evidence, how does the global economy impact the American worker?

**Unit Assessment:** Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations. Formative assessments to include

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.A.14.a: Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.	I. Power and Authority A. Definitions of power and authority B. Forms of authority C. Types of political systems D. Democracy E. Totalitarianism F. Authoritarian  II. Political Power in American Society A. Influence of the Vote B. Two Models of Political Power C. Functionalist Perspective: Pluralism	1. Distinguish among power, coercion, and authority.  2. Identify three forms of authority.  3. Discuss differences among democracy, totalitarianism and authoritarianism, as well as their relationship to capitalism and socialism.  4. Explain how voting is an exercise of power.	1. Produce clear and coherent writing by defining in a well-written essay the differences between relationship between power, coercion and authority.  2. Construct geographic representations depicting the three forms of authority.  3. Analyze the differences between various structures of government by researching and presenting their findings in a group project.	1. Quizzes  2. Essays  3. Tests combining both multiple – choice and writing components  4. Class discussions

**Unit VI: Political and Economic Institutions—Social Institutions (Con’t)**

		Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points	
<p><b>CCSS.ELA-Literacy.RH.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p><b>CCSS.ELA-iteracy.WHST.11-12.1</b> Write arguments focused on <i>discipline-specific content</i>.</p>	<p>D. Conflict Perspective: The Power Elite</p> <p>III. Economic Systems</p> <p>A. Capitalism</p> <p>B. Role of the Government in Capitalism</p> <p>C. Socialism</p> <p>D. Mixed Economic Systems</p> <p>IV. The Modern Corporation</p> <p>A. The Nature of Corporations</p> <p>B. Corporate influence</p> <p>C. Multinational Corporations</p> <p>1. Rights of workers</p> <p>V. Work in the Modern Economy</p> <p>A. The Changing Nature of Work</p> <p>B. Occupational Structure</p> <p>C. Downsizing and Contingent Employment</p>	<p>5. Discuss the consequences of corporate downsizing</p>	<p>4. Relate current events to the physical and human characteristics of places and regions by using a map to analyze the spread of democracy across the globe.</p> <p>5. Distinguish valid arguments from false arguments that proponents and critics of downsizing employ; use sociological data to verify assertions and claims.</p>		
<p><b>Resources:</b> <i>Sociology and You</i> Chapter 13 pp. 422-450</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings.</p>		

**Unit VII: Religion—Social Institutions**

**Targeted Standards: Standard 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Unit Objectives/Conceptual Understandings:** Students will understand the study of religion as the study of sacred things, as well as its diverse functionality, meaning and potent agent of social change. Students will also be able to appreciate the various organizational structures of different belief systems and the drive of others to secularization.

**Essential Questions:** How does religion allow greater understanding of who we are? Are we naturally religious or do other members of society convince many that they need the proper environment? How does religion manifest itself as human behavior within one’s own society, between different cultures and across different periods of time? How does the sociological evidence regarding religion allow one to challenge their personal beliefs?

**Unit Assessment:** Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
8.1.12.F.1: Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.  CCSS.ELA-Literacy.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.	I. Religion and Sociology A. The Sociological Meaning of Religion B The Sociological Study of religion  II. Theoretical Perspectives A. Functionalism and Religion B. Conflict Theory C. Symbolic Interactionism  III. Religious Organization and Religiosity A. Religious organization B. Religiosity  IV. Religion in the United States	1. Explain the sociological meaning of religion  2. Describe the different views of religion as seen by the major theoretical perspectives.  3. Distinguish the basic types of religious organizations.  4. Discuss the meaning and nature of religiosity.  5. Define secularization and describe its relationship to religiosity in the United States.	1. Integrate and evaluate multiple sources of information from diverse cultures and produce a visual representation of the sociological meaning of religion.  2. Produce clear and coherent writing by explaining how the three major theoretical perspectives view religion.	1. Quizzes  2. Essays  3. Tests combining both multiple – choice and writing components  4. Class discussions

Unit VII: Religion—Social Institutions

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p><b>CCSS.ELA-Literacy.RH.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>CCSS.ELA-Literacy.RH.11-12.8</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>CCSS.ELA-Literacy.RH.11-12.9</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>A. Secularization B. Fundamentalism</p>	<p>6. Discuss religious fundamentalism in the United States from the sociological perspective.</p>	<p>3 and 4. Construct diagrams that represent the basic types of religious organizations and the aim of the organization to fill some larger societal meaning of the people.</p> <p>5. Compare present and past events by using the Scopes Monkey Trial (1925) to access the current controversies in various school districts across the United States.</p> <p>6. Take a sociologist position on the current public policy toward fundamentalist groups of various religions that exist within the United States.</p>	
<p><b>Resources:</b> <i>Sociology and You</i> Chapter 14 pp. 462-481</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings.</p>	

**Unit VIII: Sport—Social Institutions**

**Targeted Standards: Standard 6.3 Active Citizenship in the 21st Century:** 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.

**Unit Objectives/Conceptual Understandings:** Students will be able to appreciate and understand the nature of sport as a social institution that fulfills some important need; as well as how the three major sociological perspectives—functionalists view sport positively as a means of socialization, conflict theorists believe sports can harm character development, and symbolic interactionists see sports as developing identity and relationships. Additionally, students will be able to grasp the connection between sports and societal mobility.

**Essential Questions:** How does the playing of sports allow us understand how we become who we are? Are the games we play to be found naturally within us or does society create games that can be sometimes antithetical to our nature? How do sports manifest themselves as human behavior within different societies and different time periods? How are sports understood by the three major theoretical perspectives? How, and why, do the larger problems of society exist within sports? Do the larger social ramifications of sports challenge your own beliefs about sports related issues?

**Unit Assessment:** Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.3.12.A.1: Evaluate what makes a good rule or law.  <u>CCSS.ELA-Literacy.RH.11-12.3</u> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	I. The Nature of Sport A. A definition of sport B. Sport as a social institution C. Sport, culture and society D. Sport subcultures  II. Theoretical Perspectives and Sport A. Culture and sport B. Functionalism C. Conflict theory D. Symbolic Interactionism	1. Justify sport as an American institution.  2. Compare and contrast sport in America from a functionalist, conflict, and symbolic interactionist perspective.  3. Understand the relationship between American sport and social mobility.  4. Cite evidence of sexism and racism in American sport.	1. Analyze a complex primary source by reading excerpts from Field of Schemes.  2. Construct visual representations delineating the parameters of the major theoretical perspectives.	1. Quizzes  2. Essays  3. Tests combining both multiple – choice and writing components  4. Class discussions

**Unit VIII: Sport—Social Institutions (Con’t)**

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p><b>CCSS.ELA-Literacy.RH.11-12.8</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>CCSS.ELA-Literacy.RH.11-12.9</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>III. Social Issues in Sport</p> <p>A. Sport and social mobility</p> <p>B. Sport and racism</p> <p>C. Sexism in sport</p>		<p>3. Analyze how change occurs through success in sports by using having students research and report on examples of sports figures which have successfully navigated from sports to the larger society.</p> <p>4. Distinguish valid arguments from false arguments regarding the relationship between access to sports and other societal factors (ie: Golf and the color barrier; African American success in basketball but access denied to other sports)</p>	
<p><b>Resources:</b> <i>Sociology and You</i> Chapter 15 pp. 494-512</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings.</p>	

**Unit IX: Social Change and Collective Behavior**

**Targeted Standards:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Unit Objectives/Conceptual Understandings:** Students will be able to appreciate and understand that social change refers to new behavior with important short and long term impacts, that functionalism views societies as relatively stable, conflict perspective believes that society is in constant change, that symbolic interactionists view the loss of shared values as a source of social instability, how collective behavior describes how people coalesce around a common short-term goal, and social movements tend to be more permanent and organized versus other types of collectives.

**Essential Questions:** Is the urge to begin and participate in movements relating to collective social change and innate drive or more determined by the environment we inhabit? How is social change understood temporally and under the functionalist and conflict perspectives? What does sociological evidence say about the interaction between social change and manifestations in the larger culture? How does this sociological evidence challenge popularly held beliefs about social change and collective behavior?

**Unit Assessment:** Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-iteracy.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.	I. Social Change A. Defining Social Change B. Social processes C. Technology D. Population E. The Natural Environment F. Revolution and War  II. Theoretical Perspectives on Social Change A. The Functionalist Perspective B. The Conflict Perspective C. Symbolic Interactionism	1. Illustrate the three social processes that contribute to social change.  2. Discuss how technology, population, natural environment, revolution, and war cause cultures to change.  3. Describe social change as viewed by the functionalist and conflict perspectives.  4. Discuss rumors, fads, and fashions.	1. Compare present and past events and the reasons behind two seemingly different but ultimately similar regarding the origination of collective social trends.  2. Relate technology and its pervasiveness to current events and to the physical and human characteristics of places and regions across the United States and the world.	1. Quizzes  2. Essays  3. Tests combining both multiple – choice and writing components  4. Class discussions

**Unit IX: Social Change and Collective Behavior (Con't)**

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p><b>CCSS.ELA-iteracy.WHST.11-12.8</b> 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 overreliance on any one source and following a standard format for citation.</p> <p><b>CCSS.ELA-Literacy.RH.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>III. Collective Behavior</p> <p>A. Defining collective behavior</p> <p>B. Rumors, legends, fads and fashions.</p> <p>C. Mass hysteria and panics</p> <p>D. Crowds</p> <p>E. Crowds</p> <p>F. theories of crowd behavior</p> <p>IV. Social Movements</p> <p>A. The nature of social movements</p> <p>B. Primary Types of social movements</p> <p>C. Theories of social movements</p>	<p>5. Compare and contrast theories of crowd behavior.</p> <p>6. Compare and contrast theories of social movements.</p>	<p>3 and 4 .Integrate and evaluate multiple sources of information regarding the function and conflict resulting from mass social movements.</p> <p>5. Construct various forms of representations of the cultural spatial and temporal movement to demonstrate patterns of physical and human phenomenon</p> <p>6. Distinguish valid arguments from false arguments regarding social movements.</p>	

Unit IX: Social Change and Collective Behavior (Con't)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>				
<p><b>Resources:</b>  <i>Sociology and You</i>                      Chapter 17                      pp. 566-591</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings.</p>	