

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
SOCIAL STUDIES DEPARTMENT  
SOCIOLOGY

Sociology Curriculum Guide

**Pacing Guide:**

**Sociology is a half year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.**

Chapter 1: An Invitation to Sociology (2-3 weeks)

Chapter 2: Sociologists Doing Research (2-3 weeks)

Chapter 3: Culture (2-3 weeks)

Chapter 4: Socialization (2-3 weeks)

Chapter 5: Social Structure and Society (2-3 weeks)

Chapter 6: Groups and Formal Organizations (2-3 weeks)

Chapter 7: Deviance and Social Control (2-3 weeks)

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<p><b>Technology Standards:</b>        8.1.Educational Technology</p> <p>8.2 Technology Education,        Engineering, Design, and        Computational Programming</p> <p><b>21st Century Skills Standards:</b>        9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration,        and Preparation</p>	<p>8.1.12.F.1: Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p> <p>8.2.12.B.4: Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.</p> <p>9.1.12.A.9: Analyze how personal and cultural values impact spending and other financial decisions        9.1.12.D.2: Asses the impact of inflation on economic decisions and lifestyles</p> <p>9.2.12.C.1: Review career goals and determine steps necessary for attainment        9.2.12.C.4: Analyze how economic conditions and societal changes influence employment trends and future education</p>
<p><b>Career Ready Practices:</b></p>	<p>CRP4-Communicate clearly and effectively and with reason.        CRP5-Consider the environmental, social, and economic impacts of decisions.        CRP7-Employ valid and reliable research strategies.        CRP8-Utilize critical thinking to make sense of problems and persevere in solving them.        CRP10-Plan education and career paths aligned to personal goals.</p>

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**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <ul style="list-style-type: none"> <li>• Incorporate challenging assessments</li> <li>• Open forums and debates in the classroom regarding controversial issues.</li> <li>• Utilize advanced materials and resources to meet the needs of students.</li> <li>• Competitive and collaborative projects</li> <li>• Independent projects requiring research skills for assessing information</li> <li>• Anchor Activities</li> <li>• Advanced discussion techniques</li> </ul>	<p><b>Modifications for Homework/Assignments</b></p> <ul style="list-style-type: none"> <li>• Modified in-class assignments</li> <li>• Building background information</li> <li>• Simplifying language for presentation</li> <li>• Internet bilingual dictionaries during class and during assignments.</li> <li>• Word banks for tests and quizzes</li> <li>• Developing content area vocabulary</li> <li>• Extended time for all assessments</li> <li>• Use of graphic organizers</li> <li>• Internet text translators</li> <li>• Simplification of requirements</li> <li>• Access to teacher designed Power Points and notes</li> <li>• Concept development</li> <li>• Collaboration between ESL and mainstream classroom teachers.</li> <li>• Pair novice ELLs with advanced ELL's.</li> <li>• High-interest / low-reading-level civics and history materials</li> </ul>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> <li>• In-Class-Support</li> <li>• Graphic Organizers</li> <li>• Provide study guides</li> <li>• Extended time on assessments</li> <li>• Research guides</li> <li>• Analogies</li> <li>• Highlighting/underlining</li> <li>• Note-taking guides</li> <li>• Cue cards</li> <li>• Establish timelines</li> <li>• Clarify assignments, directions, instructions</li> <li>• Chapter/lecture notes</li> <li>• Assistive technology</li> <li>• Provide computer programs to assist with written assignments</li> <li>• Highlight key vocabulary</li> <li>• Model skills/techniques</li> <li>• Parent/teacher communication</li> <li>• Provide books on tape/CD/digital media as requested by student when appropriate.</li> <li>• Assign peer helper in class</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Repetition and practice</li> </ul>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <ul style="list-style-type: none"> <li>• Intervention and Referral Team (I&amp;RS) in-house strategies for teachers.</li> <li>• Extra textbooks at home</li> <li>• Extended time for assignments</li> <li>• Highlight key vocabulary</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Model skills/techniques</li> <li>• Modify assignments</li> <li>• Preferential seating as noted by teacher and student</li> <li>• Parent/teacher communication</li> <li>• Provide books on tape/CD/digital media as requested by student when appropriate.</li> <li>• Assign peer helper in class</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Repetition and practice</li> <li>• Provide copy of class notes</li> <li>• Use of computers to complete assignments as requested by a student</li> <li>• Provide verbal reminder of assignments</li> <li>• Check student independent work</li> </ul>

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	<p><b>Modifications for Homework:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Internet text translators</li> <li>• Use of graphic organizers</li> <li>• Modified homework assignments</li> <li>• Internet bilingual dictionaries.</li> <li>• Provide student with clearly stated and written expectations and grading criteria for homework</li> </ul>	<ul style="list-style-type: none"> <li>• Provide verbal reminder of assignments</li> <li>• Check student independent work</li> <li>• Assist student with planning of assignments</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> <li>• Provide student with clearly stated and written expectations and grading criteria for assignments.</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Restate and clarify directions and questions</li> <li>• Provide study guides for classroom tests</li> <li>• Establish procedures for accommodations/modifications for assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Assist student with planning of assignments</li> <li>• Assist with technology</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> <li>• Provide student with clearly stated and written expectations and grading criteria for assignments</li> </ul> <p><b>Modifications for Assessments</b></p> <ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Restate and clarify directions and questions</li> <li>• Provide study guides for classroom tests</li> <li>• Establish procedures for accommodations/modifications for assessment</li> </ul>
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<b>CONTENT:</b> Sociology			
<b>Theme:</b> An Invitation to Sociology			
<b>Essential Questions:</b> Can students use their sociological imagination to look at events in their personal lives?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>Sociologists focus on the group perspective, not individuals, while searching for patterns is social relationships. Influential Sociologists include Comte, Martineau, Spencer, Marx, Durkheim, Weber, Addams, and DuBois. The three theoretical perspectives include the Functionalist Perspective, Conflict Perspective, and the Symbolic Interactionism Perspective.</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>Understand Sociological perspectives, the origins of Sociology, and Theoretical Perspectives.</li> </ul>	<p><b>Assessments</b> <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</i></p> <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Crossword Puzzle</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Homework</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Cumulative Tests</li> <li>Group and oral presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Board Examples</li> <li>Application Lesson Openers</li> <li>Poster Interpretations</li> <li>Discussion</li> <li>Questions &amp; Answers</li> </ul>	<p><b>Standards (NJSLs)</b></p> <p>6.1.12 A.7          6.1.12 A.6          6.1.12 A.5          6.1.12 A.4          6.1.12 A.2          6.1.12 A.3          6.2.12.C.3          6.3.12.D.1-2          WHST.11-12.1-11-12.10          RH.11-12.1-10</p> <p><b><u>Technology Standards:</u></b></p> <p>8.1.12.F.1          8.2.12.B.4,5</p> <p><b><u>21<sup>st</sup> Century Themes and Skills:</u></b></p> <p>9.1.12.A.9          9.1.12.D.2          9.2.12.C.1          9.2.12.C.4</p> <p><b><u>Career Ready Practice:</u></b></p> <p>CRP 4,5,7,8,10</p> <hr/> <p><b><u>Time Frame:</u></b></p> <p>2 weeks</p>

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			<b><u>Materials:</u></b> Textbook - <i>Sociology and You</i> Internet Resources & Websites LCD Projectors Practice Worksheets Supplementary Materials
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<b>CONTENT:</b> Sociology			
<b>Theme:</b> Sociologists Doing Research			
<b>Essential Questions:</b> Can students use the research methods to understand how Sociologists conduct their case studies in an ethical fashion?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>Sociologists use various quantitative and qualitative research methods to prove cause-and-effect relationships. Surveys, pre-collected data and field studies distinguish variables and correlations used in case studies. The Scientific Method is used in ethical research.</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>Understand research methods, causation in science, as well as procedures and ethics in research.</li> </ul>	<p><b>Assessments</b> <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</i></p> <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Crossword Puzzle</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Homework</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Cumulative Tests</li> <li>Group and oral presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Board Examples</li> <li>Application Lesson Openers</li> <li>Poster Interpretations</li> <li>Discussion</li> <li>Questions &amp; Answers</li> </ul>	<p><b>Standards (NJSLs)</b></p> <p>6.1.12 A.7          6.1.12 A.6          6.1.12 A.5          6.1.12 A.4          6.1.12 A.2          6.1.12 A.3          6.2.12.C.3          6.3.12.D.1-2          WHST.11-12.1-11-12.10          RH.11-12.1-10</p> <p><b><u>Technology Standards:</u></b></p> <p>8.1.12.F.1          8.2.12.B.4,5</p> <p><b><u>21<sup>st</sup> Century Themes and Skills:</u></b></p> <p>9.1.12.A.9          9.1.12.D.2          9.2.12.C.1          9.2.12.C.4</p> <p><b><u>Career Ready Practice:</u></b></p> <p>CRP 4,5,7,8,10</p>
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<b>CONTENT:</b> Sociology			
<b>Theme:</b> Culture			
<b>Essential Questions:</b> Can students explain how culture and heredity affect social behavior? Can students understand the essential components of culture? Can students discuss how cultural diversity is promoted within a society?			
<p><b>Content</b> (<i>As a result of this learning segment, students will know...</i>)</p> <ul style="list-style-type: none"> <li>Culture is learned behavior and how we interact in society. Humans create and transmit culture through symbols of language. Sanctions are used to get people to conform to societal norms, values and beliefs. Material objects influence a person's view on society. Understanding cultural similarities allows members of society to be tolerant of our diversity.</li> </ul>	<p><b>Skills</b> (<i>As a result of this learning segment, students will be able to...</i>)</p> <ul style="list-style-type: none"> <li>Understand the basis of culture, language, norms, values, beliefs, materialism, as well as diversity and similarities.</li> </ul>	<p><b>Assessments</b> (<i>Both formative and summative measures of authentic performance tasks and formal assessments</i>)</p> <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Crossword Puzzle</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Homework</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Cumulative Tests</li> <li>Group and oral presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Board Examples</li> <li>Application Lesson Openers</li> <li>Poster Interpretations</li> <li>Discussion</li> </ul>	<p><b>Standards (NJSL)</b>                  6.1.12 A.2-7                  6.2.12.C.3                  6.3.12.D.1-2                  WHST.11-12.1-11-12.10                  RH.11-12.1-10</p> <p><b>Technology Standards:</b>                  8.1.12.F.1                  8.2.12.B.4,5</p> <p><b>21<sup>st</sup> Century Themes and Skills:</b>                  9.1.12.A.9                  9.1.12.D.2                  9.2.12.C.1                  9.2.12.C.4</p> <p><b>Career Ready Practice:</b>                  CRP4,5,7,8,10</p> <p><b>Time Frame:</b>                  2 weeks</p>

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		<ul style="list-style-type: none"><li>• Questions &amp; Answers</li></ul>	<b><u>Materials:</u></b> Textbook - <i>Sociology and You</i> Internet Resources & Websites Supplementary Materials
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<b>CONTENT:</b> Sociology			
<b>Theme:</b> Socialization			
<b>Essential Questions:</b> Can students explain the most important aspect of socialization? Can students understand the important role of symbolic interactionism? Can students explain the importance of family, schools, peer groups and mass media?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>Socialization is how people participate in a group. Socialization is necessary for understanding proper societal norms, values, and beliefs. Socialization influences include family, schools, peer groups and mass media. Socialization is a lifelong process that encompasses multiple stages in a person's life.</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>Understand the importance of socialization, as well as the influences of socialization. The process of socialization will also be discussed.</li> </ul>	<p><b>Assessments</b> <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</i></p> <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Crossword Puzzle</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Homework</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Cumulative Tests</li> <li>Group and oral presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Board Examples</li> <li>Application Lesson Openers</li> <li>Poster Interpretations</li> <li>Discussion</li> </ul>	<p><b>Standards (NJSLs)</b>                  6.1.12 A.2-7                  6.2.12.C.3                  6.3.12.D.1-2                  WHST.11-12.1-11-12.10                  RH.11-12.1-10</p> <p><b><u>Technology Standards:</u></b>                  8.1.12.F.1                  8.2.12.B.4,5</p> <p><b><u>21<sup>st</sup> Century Themes and Skills:</u></b>                  9.1.12.A.9                  9.1.12.D.2                  9.2.12.C.1                  9.2.12.C.4</p> <p><b><u>Career Ready Practice:</u></b>                  CRP 4,5,7,8,10</p> <p><b><u>Time Frame:</u></b>                  2 weeks</p>

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		<ul style="list-style-type: none"><li>• Questions &amp; Answers</li></ul>	<b><u>Materials:</u></b> Textbook - <i>Sociology and You</i> Internet Resources & Websites Supplementary Materials
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<b>CONTENT:</b> Sociology			
<b>Theme:</b> Social Structure and Society			
<b>Essential Questions:</b> Can students explain what is meant by social structure? Can students discuss how statuses and roles are related to social structure? Can students compare and contrast pre-industrial, industrial, and post-industrial societies?			
<p><b>Content</b> (<i>As a result of this learning segment, students will know...</i>)</p> <ul style="list-style-type: none"> <li>Social structure is the pattern of social relationships within groups. Every relationship comes with various statuses and roles. A person with numerous statuses and roles may find that they are in conflict. The progress from pre-industrial (hunter/gatherer) to industrial (machines/technology) to post-industrial society (provide services) meet the basic needs of the people as seen fit.</li> </ul>	<p><b>Skills</b> (<i>As a result of this learning segment, students will be able to...</i>)</p> <ul style="list-style-type: none"> <li>Understand the social structure of society along with the statuses and roles we play. This will include the development from pre-industrial to industrial to post-industrial society.</li> </ul>	<p><b>Assessments</b> (<i>Both formative and summative measures of authentic performance tasks and formal assessments</i>)</p> <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Crossword Puzzle</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Homework</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Cumulative Tests</li> <li>Group and oral presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Board Examples</li> <li>Application Lesson Openers</li> <li>Poster Interpretations</li> <li>Discussion</li> </ul>	<p><b>Standards (NJSL)</b>          6.1.12 A.2-7          6.2.12.C.3          6.3.12.D.1-2          WHST.11-12.1-11-12.10          RH.11-12.1-10</p> <p><b>Technology Standards:</b>          8.1.12.F.1          8.2.12.B.4</p> <p><b>21<sup>st</sup> Century Themes and Skills:</b>          9.1.12.A.9          9.1.12.D.2          9.2.12.C.1          9.2.12.C.4</p> <p><b>Career Ready Practice:</b>          CRP 4,5,7,8,10</p> <p><b>Time Frame:</b>          2 weeks</p>

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<b>CONTENT:</b> Sociology			
<b>Theme:</b> Groups and Formal Organizations			
<b>Essential Questions:</b> Can students explain the characteristics of primary and secondary groups? Can students discuss how “in-groups” and “out-groups” impact our lives?		Can students describe the five types of social interaction? Can students distinguish between formal and informal organizations?	
<b>Content</b> ( <i>As a result of this learning segment, students will know...</i> )	<b>Skills</b> ( <i>As a result of this learning segment, students will be able to...</i> )	<b>Assessments</b> ( <i>Both formative and summative measures of authentic performance tasks and formal assessments</i> )	<b>Standards (NJSLs)</b>
<ul style="list-style-type: none"> <li>Primary groups (emotional support) and secondary groups (task completion) are two classifications of groups. Everyone identifies with “in-groups” (we) and “out-groups” (they). We have reference groups to evaluate us and rely on social networking to link us to others. The five types of social interaction are cooperation, conflict, social exchange, coercion, and conformity. Our bureaucratic formal organizations allow us to accomplish our goals in life.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the differences between primary and secondary groups.</li> <li>Discuss the benefits of reference groups, as well as “in-groups” and “out-groups” and social networking. The five types of social interaction will be covered, along with the development of formal organizations.</li> </ul>	<ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Crossword Puzzle</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Homework</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Cumulative Tests</li> <li>Group and oral presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Board Examples</li> <li>Application Lesson Openers</li> <li>Poster Interpretations</li> <li>Discussion</li> <li>Questions &amp; Answers</li> </ul>	6.1.12 A.2-7 6.2.12.C.3 6.3.12.D.1-2 WHST.11-12.1-11-12.10 RH.11-12.1-10  <u><b>Technology Standards:</b></u> 8.1.12.F.1 8.2.12.B.4,5  <u><b>21<sup>st</sup> Century Themes and Skills:</b></u> 9.1.12.A.9 9.1.12.D.2 9.2.12.C.1 9.2.12.C.4  <u><b>Career Ready Practice:</b></u> CRP 4,5,7,8,10
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<b>CONTENT:</b> Sociology			
<b>Theme:</b> Deviance and Social Control			
<b>Essential Questions:</b> Can students explain deviance and the major forms of social control?		Can students differentiate the major functional theories of deviance? Can students describe the four types of crime control?	
<b>Content</b> ( <i>As a result of this learning segment, students will know...</i> ) <ul style="list-style-type: none"> <li>Deviance is the violation of social norms, but people's views on violations vary. The functionalist perspective claim deviance as both negative (damage) and positive (unite a community) consequences.</li> <li>The symbolic interactions perspective states that deviance is learned and labels encourage these actions. The conflict perspective view deviance as a result of social inequality. Controlling deviance is based on deterrence, retribution, incarceration and rehabilitation.</li> </ul>	<b>Skills</b> ( <i>As a result of this learning segment, students will be able to...</i> ) <ul style="list-style-type: none"> <li>Understand that the definition of deviance varies due to personal biases.</li> <li>Discuss how the functionalist, symbolic interaction, and conflict perspective theories view deviance differently. The four approaches to crime control will be covered, along with crime statistics.</li> </ul>	<b>Assessments</b> ( <i>Both formative and summative measures of authentic performance tasks and formal assessments</i> ) <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Crossword Puzzle</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Homework</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Cumulative Tests</li> <li>Group and oral presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Board Examples</li> <li>Application Lesson Openers</li> <li>Poster Interpretations</li> <li>Discussion</li> </ul>	<b>Standards (NJSLs)</b> 6.1.12.A.2-7 6.2.12.C.3 6.3.12.D.1-2 WHST.11-12.1-11-12.10 RH.11-12.1-10
			<b>Technology Standards:</b> 8.1.12.F.1 8.2.12.B.4,5
<b>21<sup>st</sup> Century Themes and Skills:</b> 9.1.12.A.9 9.1.12.D.2 9.2.12.C.1 9.2.12.C.4		<b>Career Ready Practice:</b> CRP 4,5,7,8,10	
<b>Time Frame:</b> 2 weeks			

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
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SOCIOLOGY

		<ul style="list-style-type: none"><li>• Questions &amp; Answers</li></ul>	<b><u>Materials:</u></b> Textbook - <i>Sociology and You</i> Internet Resources & Websites LCD Projectors Practice Worksheets Supplementary Materials
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