**Randolph Township Schools**
**Randolph High School**


# Sociology
# Curriculum


*"You can never really understand an individual unless you also understand the society, historical time period in which they live, personal troubles, and social issues."*

— *C. Wright Mills*

**Humanities Department**
Dr. Amelia Wright, Supervisor

**Curriculum Committee**
Michael Lonie
Melissa McHugh

# Randolph Township Schools
## Department of Social Studies
## World Religions

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**Randolph Township Schools**

**Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

**Randolph Township Schools**
**Affirmative Action Statement**

**Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# RANDOLPH TOWNSHIP BOARD OF EDUCATION
## EDUCATIONAL GOALS
## VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:
- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

# Randolph Township Schools
## Department of Social Studies
## Sociology

# Introduction

      The course in Sociology is a semester elective designed as an enrichment offering by the Department of Social Studies. Upon completion of the course, the student will earn 2.5 credits toward graduation. Sociology invites students from all social backgrounds to discover a fresh and exciting way to see themselves within the larger social world. The ultimate goal is to educate students to become informed citizens of the global age. Critical thinking skills include the ability to challenge common assumptions by formulating questions; to identify and weigh valid and relevant evidence; and reach reasonable conclusions. Students in Sociology will be guided toward self-directed inquiry of their own questions regarding the global society and continued evaluation of their found conclusions. Through this course, students will become aware of the genesis of the field and science of sociology and will study the major core concepts and theories of sociology. Throughout the semester, they will learn to recognize the difference between hypothetical and theoretical perspectives as they become efficient in the application of the scientific method to the study of group/societal behavior. Additionally, students will examine the major themes and the historical origins of sociology, will analyze group structures in relation to individuals, and will examine national and global social inequalities.

## RANDOLPH TOWNSHIP SCHOOL DISTRICT
## Curriculum Pacing Chart
## Sociology

| SUGGESTED TIME ALLOTMENT | UNIT NUMBER | CONTENT - UNIT OF STUDY |
|---|---|---|
| **4 weeks** | **I** | The Sociological Perspective |
| **3 weeks** | **II** | Social Groups and Social Control |
| **4 weeks** | **III** | Social Inequality |
| **4 weeks** | **IV** | Social Institutions |
| **3 weeks** | **V** | Social Change |

*18 weeks*

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| **TRANSFER:** Analyze the role culture plays in human societies, and evaluate the social structure of various world cultures and subcultures. | | |
| **STANDARDS / GOALS:** | **ENDURING UNDERSTANDINGS** | **ESSENTIAL QUESTIONS** |
| **NJSLS Social Studies:**<br><br>6.1.4.D.13: Describe how culture is expressed through and influenced by the behavior of people.<br><br>6.1.4.D.15: Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.<br><br>6.1.4.D.18: Explain how an individual's beliefs, values, and traditions may reflect more than one culture.<br><br>6.1.4.D.19: Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.<br><br>6.1.4.D.20: Describe why it is important to understand the perspectives of other cultures in an interconnected world.<br><br>6.2.8.D.1.b: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.<br><br>6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made | The sociological perspective stresses that people's social experiences underlie their behavior, and allows the individual to shift from a singular or personal perspective to a broader social context. | ● How can social experience influence behavior? |
| | Social structures are enveloping systems that continually evolve in response to changing values and new technology. | ● How and why do the structures of society evolve over time? |
| | All human groups possess culture, which has a profound significance on who and what we are. | ● How can elements of culture bind society together? |
| | Socialization is a fluid process through which the human sense of self develops through interaction with others. | ● How can society shape or determine the perspective of the individual? |
| | **KNOWLEDGE** | **SKILLS** |
| | **Students will know:**<br><br>Sociology is the scientific study of society and human behavior, and emerged as a separate disipline in the mid-1800s as a result of the Industrial Revolution.<br><br>The sociological perspective expands the individual view beyond that of just personal experience. | **Students will be able to:**<br><br>Explain the origins of sociology as a field of scientific study through a close reading and analysis of documents from the time period.<br><br>Assess the importance of the sociological perspective to the individual within society |

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| during this time period, and relate these changes to current environmental challenges. | | through a series of classroom discussions. |
| 6.2.8.C.4.a: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas). | Early sociologists who focused on catalysts, processes, and outcomes of social change include Auguste Comte, Herbert Spencer, Karl Marx, Emile Durkheim, Max Weber, Harriet Martineau, W.E.B. DuBois, and C. Wright Mills. | Evaluate the importance of various early sociologists through peer research and oral presentation in the classroom. |
| 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. | Theoretical perspectives in sociology include both micro and macro approaches and analyses, and historical perspectives such as Positivism, Class Theory, Social Darwinism, Social Integration Theory, and Conflict Theory. | Examine the major theoretical and historical perspectives in sociology through actively listening to classroom discussion. |
| 6.2.12.D.6.a: Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values. | The sciences are divided into natural sciences, which seek to explain and predict events in the natural environment, and the social sciences, which seek to understand the social world by means of controlled and repeated observations. | Compare and contrast the natural sciences and the social sciences through a variety of writing activities. |
| 6.3.4.D.1: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. | All sociological research must withstand the scrutiny of the scientific method. | Analyze the role of the scientific method in the development of sociology. |
| 6.3.8.A.3: Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education. | Socialization refers to the lifelong social experience by which people develop their human potential and learn culture. | Explain the role of socialization in shaping human experiences. |
| **NJSLS- ELA Companion Standards:** | | |
| RH.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. | Societies are held together through both social integration and interdependence. | Examine the differences between social integration and interdependence through a close reading of case studies of each concept. |
| RH.11-12.2: Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) | Culture refers to the language, beliefs, norms, and material objects that are passed from one generation to the next. | Assess the importance of culture to the field of sociology through an analysis of case studies from various world cultures. |

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| develop over the course of the text.<br><br>RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.<br><br>RH.11-12.6: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.<br><br>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.<br><br>WHST.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non- textual evidence.<br><br>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | A subculture is a group whose values and related behaviors distinguish itself from the general culture.<br><br>Social structure consists of culture, social class, social statuses, roles, groups, and social institutions, and refers to the social envelope that surrounds us and establishes limits on our behavior.<br><br>Social class divides people according to income, education, and occupational prestige.<br><br>Social institutions include the family, religion, education, economics, medicine, politics, law, science, the military, and mass media, and are the standard ways that a society develops to meet its basic needs.<br><br>**VOCABULARY & KEY TERMS:**<br>sociological perspective, social sciences, natural sciences, values, *Verstehen,* social facts, basic (pure) sociology, applied sociology, theory, symbolic interactionists, micro level, functional analysist, macro level, conflict theorists, globalization, culture, material culture, nonmaterial (symbolic) culture, ideal culture, real culture, ethnocentric, cultural relativism, symbols, gestures, language, values, norms, sanctions, folkways, mores, Sapir-Whorf Hypothesis, subculture, counterculture, negative sanctions, positive sanctions, pluralistic society, value contradictions, cultural universalists, cultural lag, cultural diffusion, cultural leveling, looking-glass self, id, ego, superego, socialization, gender socialization, peer groups, resocialization, macrosociology, microsociology, social interaction, social structure, social class, ascribed statuses, | Identify various subcultures present within the United States through peer research and discussion.<br><br>Evaluate in writing how social structure establishes limits on human behavior.<br><br>Analyze the ways in which social class affects society.<br><br>Examine various social instutions and explain the ways in which they work to meet the basic needs of society through classroom discussion. |

| | achieved statuses, functional requisites, mechanical solidarity, organic solidarity, *Gemeinschaft, Gesellschaft,* stereotypes, dramaturgy, impression management, sign-vehicles, teamwork, face-saving behavior, ethnomethodology, background assumptions | |
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**ASSESSMENT EVIDENCE:  Students will show their learning by:**
- Researching a world culture, analyzing the social structure of that world culture, and applying various theoretical and historical perspectives from sociology to that culture.
- Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to the introduction to the study of sociology, culture, and social structure.

**KEY LEARNING EVENTS AND INSTRUCTION:**
- Students will research various theoretical and historical perspectives from sociology.
- Students will apply theoretical and historical perspectives from sociology to various case studies in the classroom.
- Students will choose, research, and analyze the culture and social structure of a world culture.
- Students will collaborate with their peers to apply theoretical and historical perspectives to various world cultures.

| SUGGESTED TIME ALLOTMENT | CONTENT-UNIT OF STUDY | SUPPLEMENTAL UNIT RESOURCES |
|---|---|---|
| **4 Weeks** | The Sociological Perspective<br><br>Culture<br><br>Socialization<br><br>Social Structure and Social Interaction<br><br>How Sociologists Do Research | Benford, Robert, ed. *Social Issues.* New York: Macmillan Library Reference, 1998.<br><br>Macionis, John J. *Seeing Ourselves: Classic, Contemporary, and Cross Cultural Reading inSociology.* Upper Saddle River, NJ: Pearson/Prentice Hall, 2007.<br><br>Palmisano, Joseph M. ed. *World of Sociology.* Detroit, MI: Gale Group, 2001.<br><br>Robertson, Ian. *The Social World.* New York, NY: Worth Publishers, 1987.<br><br>Sewall, Gilbert T. *Necessary Lessons: Decline and Renewal in American Schools.* New York: Free Press, 1983.<br><br>Wilson, James Q. *Crime and Human Nature.* New York: Simon and Schuster, 1985.<br><br>PBS Sociology for Teachers. http://www.pbs.org/teachers/socialstudies/inventory/sociology-912.html |

| | | Crash Course Sociology: https://www.youtube.com/playlist?list=PL8dPuuaLjXtMJ-AfB_7J1538YKWkZAnGA |
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**TRANSFER:** Analyze the role that groups and organizations play in society and apply students' understanding to their own membership in various social groups.

| STANDARDS / GOALS: | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
|---|---|---|
| **NJSLS Social Studies:**<br><br>6.1.4.D.13: Describe how culture is expressed through and influenced by the behavior of people.<br><br>6.1.4.D.15: Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.<br><br>6.1.4.D.18: Explain how an individual's beliefs, values, and traditions may reflect more than one culture.<br><br>6.1.4.D.19: Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.<br><br>6.1.4.D.20: Describe why it is important to understand the perspectives of other cultures in an interconnected world. | Social change is a shift in the characteristics in culture and society. | ● Why is there a need or desire for social change? |
| | Groups consist of people who interact with one another and think of themselves as belonging together. | ● How do individuals affect groups and how do groups influence individuals? |
| | Our society emphasizes rationality, or the concept that efficiency and practicality should guide the actions of social organizations. | ● Why did society make a shift in human relationships and organizations? |
| | Deviance is defined as the violation of social norms; it is relative based on cultures and groups. | ● How do norms make social life possible? |
| | **KNOWLEDGE** | **SKILLS** |
| 6.2.8.A.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. | **Students will know:**<br><br>Society is the largest and most complex group that | **Students will be able to:**<br><br>Trace the history of global social transformation. |

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| 6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.<br><br>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.<br><br>6.2.12.B.6.a: Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.<br><br>6.2.12.D.6.a: Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.<br><br>**NJSLS- ELA Companion Standards:**<br><br>RH.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.<br><br>RH.11-12.2: Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.<br><br>RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of | sociologists study and society has transformed from one of hunting and gathering to an information society, and we are currently entering a biotech society.<br><br>Members of a group think of themselves as belonging together and intereacting with one another. An aggregate consists of individuals who temporarily share the same space. A category consists of people who share similar characteristics.<br><br>Sociologists divide groups into primary groups, secondary groups, in-groups, out-groups, reference groups, and networks.<br><br>Group dynamics explain how individuals and groups influence each other.<br><br>A leader is someone who influences others. There are three main leadership styles: authoritarian, democratic, and laissez-faire.<br><br>Groupthink is a narrowing of thought by a group of people leading to the idea that there is only one right viewpoint and course of action.<br><br>The rationalization of society is the widespread acceptance of rationality and social organizations that are built around this idea. | Analyze documents to understand the process of social change.<br><br>Compare and contrast groups, aggregates, and categories in writing.<br><br>Create examples of the different groups sociologist use; share in class or small group discussion.<br><br>Investigate the effects of group size on stablity, attitudes, and behaviors through a variety of classroom discussions.<br><br>Compare and contrast leadership styles and evaluate in writing the effectiveness of each.<br><br>Conceptualize, through discussion, real-life applications to prevent groupthink.<br><br>Debate, through a variety of class discussions, the causes of this shift toward rationality in society. |

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| the text contribute to the whole.<br><br>RH.11-12.6: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.<br><br>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.<br><br>WHST.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non- textual evidence.<br><br>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Formal organizations are secondary groups created to acheive specific objectives. They tend to develop into bureaucracies.<br><br>A voluntary association is a group of people who volunteer to organize on the basis of mutual interest.<br><br>Corporate culture refers to an organization's traditions, values, and norms. Self-fulfilling prophecy is often present in corporate environments.<br><br>Deviance refers to any violation of rules or norms within a society. Norms make social life possible by making behavior predictable.<br><br>There are three theoretical perspectives used to explain deviance: the symbolic interactionist perspective, the functionalist perspective, and the conflict perspective.<br><br>The reactions to deviance may vary with culture.<br><br>**VOCABULARY & KEY TERMS:**<br>group, society, hunting and gathering society, shaman, pastoral society, horticultural society, domestication revolution, agricultural revolution, agricultural society, industrial revolution, industrial society, postindustrial (information) | Identify the elements of a bureaucracy.<br><br>Evaluate, in writing, the dysfunctions of bureaucracy.<br><br>Assess through discussion the functions of voluntary organizations.<br><br>Evaluate how corporate culture affects workers by generating examples of self-fulfilling prophecy in the workplace.<br><br>Identify norms in society that ensure predictable behavior through discussion.<br><br>Analyze an instance of deviance in writing using one of the three theoretical perspectives.<br><br>Compare and contrast reactions to deviance between a variety of cultures through close reading of case studies. |

| | society, biotech society, aggregate, category, primary group, secondary group, in-group, out-group, reference group, social network, clique, electronic community, group dynamics, small group, networking, dyad, triad, coalition, leader, groupthink, rationality, traditional orientation, rationalization of society, capitalism, formal organization, bureaucracy, alienation, Peter principle, goal displacement, voluntary association, iron law of oligarchy, humanizing a work setting, deviance, crime, stigma, social order, social control, negative sanction, positive sanction, degradation ceremony, genetic predisposition, personality disorder, street crime, differential association, control theory, labeling theory, techniques of neutralization, cultural goals, institutionalized means, strain theory, illegitimate opportunity structure, white-collar crime, corporate crime, criminal justice system, capitalist class, wrorking class, marginal working class, recidivism rate, capital punishment, serial murder, hate crime, police discretion, medicalization of deviance | |
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**ASSESSMENT EVIDENCE:  Students will show their learning by:**
- Researching a societal group, analyzing the structure of that group, and applying various theoretical and historical perspectives from sociology to that group.
- Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to the study of social groups, social organization, and social control.

**KEY LEARNING EVENTS AND INSTRUCTION:**
- Students will work in groups to analyze instances of deviance and apply to the various sociological theories of deviant behavior.

- Students will apply theoretical perspectives of sociology to various case studies in the classroom.

| SUGGESTED TIME ALLOTMENT | CONTENT-UNIT OF STUDY | SUPPLEMENTAL UNIT RESOURCES |
|---|---|---|
| **3 Weeks** | Societies to Social Networks<br><br>Bureaucracy and Formal Organizations<br><br>Deviance and Social Control | Benford, Robert, ed. *Social Issues.* New York: Macmillan Library Reference, 1998.<br><br>Macionis, John J. *Seeing Ourselves: Classic, Contemporary, and Cross Cultural Reading inSociology.* Upper Saddle River, NJ: Pearson/Prentice Hall, 2007.<br><br>Palmisano, Joseph M. ed. *World of Sociology.* Detroit, MI: Gale Group, 2001.<br><br>Robertson, Ian. *The Social World.* New York, NY: Worth Publishers, 1987.<br><br>Sewall, Gilbert T. *Necessary Lessons: Decline and Renewal in American Schools.* New York: Free Press, 1983.<br><br>Wilson, James Q. *Crime and Human Nature.* New York: Simon and Schuster, 1985.<br><br>PBS Sociology for Teachers.<br>http://www.pbs.org/teachers/socialstudies/inventory/sociolo |

| | | gy-912.html |
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| | | Crash Course Sociology: https://www.youtube.com/playlist?list=PL8dPuuaLjXtMJ-AfB_7J1538YKWkZAnGA |

**TRANSFER:** Trace the development of social ineuqlity across time and place, and explain how gender, race, ethnicity, and age have influenced these social stratifications.

| STANDARDS / GOALS: | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
|---|---|---|
| **NJSLS Social Studies:**<br><br>6.1.4.D.16: Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.<br><br>6.1.4.D.18: Explain how an individual's beliefs, values, and traditions may reflect more than one culture.<br><br>6.1.4.D.19: Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.<br><br>6.1.4.D.20: Describe why it is important to understand the perspectives of other cultures in an interconnected world.<br><br>6.2.8.A.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. | Social stratification, or a hierarchy of relative privilege based on power, property, and prestige, occurs in every society. | ● How is one's place and status within society determined? |
| | Although a class system is based primarily on money and material possessions, people can change their social class by what they achieve, acquire, or fail to achieve in life. | ● How can class lead to inequality and discrimination within society? |
| | Minorities, including people of various races and ethnicities, are categories of people society sets apart, making them both distinct and disadvantaged. | ● Why are race and ethnicity determining features of discrimination? |
| | Each society establishes a structure that, on the basis of sex and gender, opens and closes doors to its privileges. | ● How does gender affect social status? |
| | No single set of attitudes, beliefs, or policies regarding the aged characterizes the world's nations. | ● What responsibilities does a society have towards its elderly citizens? |
| | **KNOWLEDGE** | **SKILLS** |

| | Students will know: | Students will be able to: |
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| 6.2.8.D.1.b: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.<br><br>6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.<br><br>6.2.8.C.4.a: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).<br><br>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.<br><br>6.2.12.D.5.d: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.<br><br>6.2.12.A.6.d: Assess the effectiveness of responses by | Social stratification is a system in which groups of people are divided into two layers according to their relative power, property, and prestige.<br><br>Karl Marx believed that social stratification was designed through the means of production; you were either an owner or a laborer and that this stratification would exist until laborers realized they were not part of the capitalist system and staged a revolution.<br><br>The functionalist perspective takes the position that patterns of behavior that characterize a society exist because they are functional for that society.<br><br>Power is the ability to get one's way even though others resist, and the power elite refers to the small group that holds the reins of power in business, government, and the military.<br><br>Critics of the functionalist perspective argue that the patterns of behavior in society often systematically deny many members of that society.<br><br>The conflict perspective takes the position that conflict, not function, is the reason we have social stratification. Conflict theorists believe that class conflict and scarce resources perpetuate social stratification and that leadership, political organizatin, and human nature lead to inequalities of power. | Apply the concept of social stratification to various societies throughout the world during a series of classroom discussions.<br><br>Assess in writing the importance of Karl Marx and Marxist philosophy to the field of social stratification theory.<br><br>Analyze the fucntionalist perspective of social stratification through a series of case studies on various world culture.<br><br>Trace the devlopment of the power elite through history through a collaborative research activity.<br><br>Identify various criticisms of the functionalist perspective through a series of classroom discussions.<br><br>Compare and contrast the conflict perspective and functionalist perspective after listening actively to classroom instruction and discussion amongst peers. |

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| governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.<br><br>6.2.12.B.6.a: Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.<br><br>6.2.12.D.6.a: Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.<br><br>6.3.4.D.1: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.<br><br>6.3.8.A.3: Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.<br><br>**NJSLS- ELA Companion Standards:**<br><br>RH.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.<br><br>RH.11-12.2: Determine the theme, central ideas, information and/or | Intergenerational mobility refers to changes in social class from one generation to the next, whereas structural mobility refers to changes in society that lead large numbers of people to change their social class.<br><br>Poverty is unequally distributed in the United Sates. Racial-ethnic minorities (except Asian Americans), children, women-headed households, and rural Americans are more likely to be poor. The poverty rate of the elderly is less than that of the general population.<br><br>New technology is a double-edged sword as it gives the elite powerful tools for monitoring citizens, but also makes it more difficult for them to control information.<br><br>To maintain social stratification, the elite also try to dominate social institutions through the writing of and enforcement of legislative law.<br><br>The idea of race is powerful in shaping basic relationships among people.<br><br>The term gender stratification refers to unequal access to power, prestige, and property on the basis of sex.<br><br>Major patterns of minority and dominate group relations include genocide, population transfer, internal colonialism, segregation, assimilation, and pluralism. | Differentiate between integenerational mobility and structural mobility through an analysis of texts illustrating examples of each concept.<br><br>Assess in writing the current status of poverty and wealth distribution within the United States of America.<br><br>Evaluate the importance of new technology in shaping modern class relationships through writing activities in the classroom.<br><br>After reading and class discussion, assess the various ways in which the elite attempt to maintain social stratification in societies throughout the world.<br><br>Analyze the relationships between race and social structure through a discussion with peers in the classroom.<br><br>Apply the concept of gender stratification to various societies throughout the world by researching the concept with peers in the classroom.<br><br>Determine the major patterns of minority and group relations after actively listening to classroom instruction. |

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| perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.<br><br>RH.11-12.3: Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.<br><br>RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.<br><br>RH.11-12.6: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.<br><br>RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.<br><br>RH.11-12.8: Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.<br><br>RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent | Nothing in the nature of aging summons forth any particular set of attitudes. Rather, attitudes toward the elderly are rooted in society and differ from one social group to another.<br><br>**VOCABULARY & KEY TERMS:**<br>gender age, ageism, disengagement theory, activity theory, continuity theory, genocide, population transfer, internal colonialism, segregation, assimilation, multiculturalism, selective perception, individual discrimination, institutional discrimination, authoritarian personality, scapegoats, sexual harassment, patriarchy, gender, sex, gender stratification, Horatio Alger myth, exchange mobility, structural mobility, integenerational mobility, underclass, status inconsistency, status consistency, status, presitge, power elite, wealth, social class, multinational corporations, neocolonialism, world system theory, colonialism, culture of poverty, meritocracy, bourgeoisie, proletariat, class system, estate system, caste system, ideology, slavery, social stratification, pluralism | Compare and contrast in writing the treatment of ageing populations across various world societies. |

| understanding of an idea or event, noting discrepancies among sources.<br><br>WHST.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non- textual evidence.<br><br>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | |
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**ASSESSMENT EVIDENCE:  Students will show their learning by:**
- Choosing two countries, comparing social inequality in both of those countries to one another, and assessing the role played by race, ethnicity, gender, and age in the social stratification of both societies.
- Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to the introduction to the study of social inequality.

**KEY LEARNING EVENTS AND INSTRUCTION:**
- Students will research various models of social inequality present in the modern world.
- Students will choose two countries with different models of social inequality, and will research the social stratifications in both of those countries.
- Students will analyze the role played by gender, ethnicity, age, and race in both of those countries.
- Students will collaborate with one another to compare and contrast the social inequality of various countries.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**
**Sociology**
**Unit III: Social Inequality**

| SUGGESTED TIME ALLOTMENT | CONTENT-UNIT OF STUDY | SUPPLEMENTAL UNIT RESOURCES |
|---|---|---|
| **4 Weeks** | Global Stratification<br><br>Social Class in the United States<br><br>Sex and Gender<br><br>Race and Ethnicity<br><br>The Elderly | Benford, Robert, ed. *Social Issues.* New York: Macmillan Library Reference, 1998.<br><br>Macionis, John J. *Seeing Ourselves: Classic, Contemporary, and Cross Cultural Reading in Sociology.* Upper Saddle River, NJ: Pearson/Prentice Hall, 2007.<br><br>Palmisano, Joseph M. ed. *World of Sociology.* Detroit, MI: Gale Group, 2001.<br><br>Robertson, Ian. *The Social World.* New York, NY: Worth Publishers, 1987.<br><br>Sewall, Gilbert T. *Necessary Lessons: Decline and Renewal in American Schools.* New York: Free Press, 1983.<br><br>Wilson, James Q. *Crime and Human Nature.* New York: Simon and Schuster, 1985.<br><br>PBS Sociology for Teachers.<br>http://www.pbs.org/teachers/socialstudies/inventory/sociology-912.html |

| | | Crash Course Sociology: https://www.youtube.com/playlist?list=PL8dPuuaLjXtMJ-AfB_7J1538YKWkZAnGA |
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**TRANSFER:** Students will be able to trace the development of various social institutions to better be able to recognize how each social institution impacts their own lives.

| STANDARDS / GOALS: | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
|---|---|---|
| **NJSLS Social Studies:**<br><br>6.1.4.D.13: Describe how culture is expressed through and influenced by the behavior of people.<br><br>6.1.4.D.15: Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.<br><br>6.1.4.D.16: Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.<br><br>6.1.4.D.18: Explain how an individual's beliefs, values, and traditions may reflect more than one culture.<br><br>6.1.4.D.19: Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.<br><br>6.1.4.D.20: Describe why it is important to understand the perspectives of other cultures in an | Social institutions are the ways that societies structure themselves in an effort to meet their basic needs. | ● How do social institutions affect social structure? |
| | **KNOWLEDGE** | **SKILLS** |
| | **Students will know:**<br><br>The two main economic systems in the world today are capitalism and socialism.<br><br>The workforce in the United States has changed in its transition to a postindustrial society. The number of farm workers has decreased, blue-collar work has lessened, and most people work in service jobs.<br><br>Politics refers to power relations. Micropolitics refers to the use of power in everyday life; macropolitics refers to the exertion of power over a large group.<br><br>There are three primary types of authority: traditional, rational-legal, and charismatic. | **Students will be able to:**<br><br>Compare and contrast capitalism and socialism through the use of case studies and document analysis.<br><br>Examine how patterns of work and leisure have changed through classroom discussion.<br><br>Discuss the differences between micro and macropolitics.<br><br>Compare and contrast each type of authority through the analysis of case studies. |

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| interconnected world.<br><br>6.2.8.A.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.<br><br>6.2.8.D.1.b: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.<br><br>6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.<br><br>6.2.8.C.4.a: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).<br><br>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.<br><br>6.2.12.D.5.d: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward | The primary types of government - monarchies, democracies, dictatorships, and ogliarchies - are related to power in different ways.<br><br>The main characteristics of the United States political system are political parties, elections, lobbyists and special interest groups.<br><br>War and terrorism are both means of attempting to accomplish political objectives.<br><br>A family is broadly defined as people who consider themelves related by blood, marriage, or adoption.<br><br>The major elements of the family life cycle are love, courtship, marriage, child birth, child rearing, and family in later life.<br><br>Education is a group's formal system of teaching knowledge, values, and skills and it typically reflects a nation's economy.<br><br>The primary problems that face U.S. education are violence, test scores, grade inflation, social promotion, and functional illiteracy.<br><br>Sociologists have divided religious groups into cults, sects, churches, and ecclesias.<br><br>Health patterns have changed extensively over time. | Explain how each type of government is related to power dymanics.<br><br>Compare and contrast the poltical system of the United States to those of other countries around the world in class discussion and presentations.<br><br>Evaluate the costs of war and terrorism through discussion and debate.<br><br>Apply the various theoretical perspectives on marriage and family to a close reading or analysis of case studies.<br><br>Examine the patterns of mate selection and child birth and rearing based on age, social class, race-ethinicity, and religion.<br><br>Compare and contrast the education systems of industralized, industrializing, and least industrialized societies and nations through analysis of case studies.<br><br>Brainstorm, via class discussion, solutions to the problems with the United States education system.<br><br>Assess, verbally or in writing, why some religious groups are met with hostility while others are more accepted.<br><br>Trace the history of disease and overall health of Americans. |

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| social equality, economic equality, and political equality in various countries.<br><br>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.<br><br>6.2.12.B.6.a: Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.<br><br>6.2.12.D.6.a: Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.<br><br>6.3.4.D.1: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.<br><br>**NJSLS- ELA Companion Standards:**<br><br>RH.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. | Issues in health care include inequality, defensive medicine, incompetence, depersonalization, conflict of interest, medical fraud, racism, sexism, and medically assisted suicide.<br><br>**VOCABULARY & KEY TERMS:**<br>economy, subsistence economy, consipicuous consumption, medium of exchange, barter, money, deposit receipt, currency, stored value, gold standard, fiat money, gross domestic product, inflation, credit card, debit card, e-cash, capitalism, laissez-faire capitalism, welfare capitalism, market restraints, monopoly, socialism, market forces, democratic socialism, convergence theory, mechanical solidarity, organic solidarity, corporation, corporate capitalism, stockholders' revolt, multinational corporations, oligopoly, interlocking directorates, quiet revolution, underground economy, leisure, politics, power, micropolitics, macropolitics, authority, coercion, state, revolution, traditional authority, rational-legal authority, charismatic authority, routinization of charisma, city-state, monarchy, democracy, direct democracy, representative democracy, citizenship, universal citizenship, dictatorship, oligarchy, totalitarianism, proportional representation, noncentrist party, centrist party, coalition government, voter apathy, special-interest group, lobbyists, political action committee (PAC), anarchy, pluralism, checks and balances, power elite, ruling class, war, terrorism, dehumanization, nationalism, polygyny, polyandry, family, household, nuclear family, extended family, family of orientation, family of procreation, marriage, endogamy, exogamy, incest taboo, system of descent, bilineal, patrilineal, matrilineal, patriarchy, matriarchy, egalitarian, romantic | Hypothesize alternatives to the current system of health care in group discussion. |

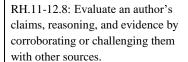| | |
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| RH.11-12.2: Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.<br><br>RH.11-12.3: Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.<br><br>RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.<br><br>RH.11-12.6: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.<br><br>RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem. | love, homogamy, machismo, blended family, cohabitation, serial fatherhood, incest, education, mandatory education laws, manifest functions, latent functions, credential society, cultural transmission of values, mainstreaming, gatekeeping, tracking, social placement, hidden curriculum, correspondence principle, self-fulfilling prophecy, grade inflation, social promotion, functional illterate, sacred, profane, religion, church, state religion, civil religion, functional equivalent, rituals, cosmology, religious experience, born again, modernization, spirit of capitalism, Protestant ethic, montheism, polytheism, animism, anti-Semitism, fundamentalism, reincarnation, cult, charismatic leader, charisma, sect, evangelism, ecclesia, denomination, secular, secularization of religion, secularization of culture, medicine, shaman, health, sick role, professionaliation of medicine, fee-for-service, epidemiology, two-tier system of medical care, defensive medicine, depersonalization, medicalization, dumping, disabling environment, alternative medicine | |

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| RH.11-12.8: Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.<br><br>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.<br><br>WHST.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non- textual evidence.<br><br>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | |

**ASSESSMENT EVIDENCE:  Students will show their learning by:**
- Researching problems and issues associated with various social institutions and creating solutions based on the theoretical perspectives discussed in class.
- Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to social institutions in the study of sociology.

**KEY LEARNING EVENTS AND INSTRUCTION:**
- Students will work in groups to research and then compare and contrast the education systems of developing and developed nations.
- Students will research and debate the costs and impact of war and terrorism.
- Students will collaborate with one another to research and share the various political, educational, religious, and familial systems discussed from a sociological perspective.

| SUGGESTED TIME ALLOTMENT | CONTENT-UNIT OF STUDY | SUPPLEMENTAL UNIT RESOURCES |
|---|---|---|
| **3 Weeks** | The Economy<br><br>Politics<br><br>Marriage and Family<br><br>Education<br><br>Religion<br><br>Medicne and Health | Benford, Robert, ed. *Social Issues.* New York: Macmillan Library Reference, 1998.<br><br>Macionis, John J. *Seeing Ourselves: Classic, Contemporary, and Cross Cultural Reading inSociology.* Upper Saddle River, NJ: Pearson/Prentice Hall, 2007.<br><br>Palmisano, Joseph M. ed. *World of Sociology.* Detroit, MI: Gale Group, 2001.<br><br>Robertson, Ian. *The Social World.* New York, NY: Worth Publishers, 1987.<br><br>Sewall, Gilbert T. *Necessary Lessons: Decline and Renewal in American Schools.* New York: Free Press, 1983.<br><br>Wilson, James Q. *Crime and Human Nature.* New York: Simon and Schuster, 1985.<br><br>PBS Sociology for Teachers. http://www.pbs.org/teachers/socialstudies/inventory/sociology- |

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| | | Crash Course Sociology:<br>https://www.youtube.com/playlist?list=PL8dPuuaLjXtMJ-AfB_7J1538YKWkZAnGA |

**TRANSFER:** Trace the development of a society from its inception to its modern state, being sure to analyze social change, demographic fluctuations, and the impact of humans on the environment.

| STANDARDS / GOALS: | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
|---|---|---|
| **NJSLS Social Studies:**<br><br>6.1.4.D.13: Describe how culture is expressed through and influenced by the behavior of people.<br><br>6.1.4.D.15: Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.<br><br>6.1.4.D.16: Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.<br><br>6.1.4.D.18: Explain how an individual's beliefs, values, and traditions may reflect more than one culture.<br><br>6.1.4.D.19: Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.<br><br>6.1.4.D.20: Describe why it is important to understand the perspectives of other cultures in an interconnected world.<br><br>6.2.8.A.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. | Social change is a shift in the characteristics in culture and society. | ● When and why is there a need or desire for social change? |
| | Demography is the study of the size and growth of human populations, and often leads sociologists to question whether the planet will be able to support a growing human population. | ● How will demographic changes shape the future of global society? |
| | Environmental sociology is the study of the relationship between humans and the environment. | ● How do the values, cultures, and behaviors of humans affect the physical environment; how does the physical environment affect human activity? |
| | **KNOWLEDGE** | **SKILLS** |
| | **Students will know:**<br><br>The Malthus Theorem is an argument that states that although populations grow geometrically the food supply increases only arithmetically, meaning | **Students will be able to:**<br><br>Assess the importance of Malthus' theories to the study of demography through an analysis of various interpretations of his work. |

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| 6.2.8.D.1.b: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure. | that if births go unchecked, the population of a country will outsrip its food supply. | |
| | New Malthusians argue that the world's population is following an exponential growth curve, meaning that if growth doubles during approximately equal intervals of time, it suddenly accelerates. | Evaluate the exponential growth curve theory through a collaborative applied study based on the current world population. |
| 6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges. | | |
| 6.2.8.C.4.a: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas). | Anti-Matlhusians instead propose the concept of demographic transition, a three-stage historical proces of population growth which eventually ends in a shrinking population. | Compare and contrast in writing the theories of the New Malthusians and the Anti-Malthusians. |
| 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. | Starvation is not due to a lack of food in the world, but rather is the result of maldistribution of food due to drought and civil war. | Analyze the causes and effects of starvation through the analysis of case studies from various world societies. |
| 6.2.12.D.5.d: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries. | In the Least Industrialized Nations, children are often viewed as gifts from God and cost little to rear, thus motivating people to have larger families. | Assess the importance and role of children in Least Industrialized Nations after carefully listening to classroom instruction on the topic. |
| 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. | To compute population growth, demographers use fertility, mortality, and migration. The basic demographic equation is births minus deaths plus net migration equals the growth rate. | Explain the formulas used by demographers to calcuate population growth through a classroom discussion with peers. |
| 6.2.12.B.6.a: Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use. | Cities can develop only if there is a large agricultural surplus which free people from food production. | Analyze the relationship between agricultural supply and the development of cities. |
| 6.2.12.D.6.a: Assess the role of increased personal | After the Industrial Revolution cities grew quickly and become much larger due to stimulated rapid | Evaluate in writing the role of the Industrial Revolution in changing the structure of cities. |

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| and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.<br><br>6.3.4.D.1: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.<br><br>**NJSLS- ELA Companion Standards:**<br><br>RH.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.<br><br>RH.11-12.2: Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.<br><br>RH.11-12.3: Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.<br><br>RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.<br><br>RH.11-12.6: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.<br><br>RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to | transportation and communication.<br><br>Urbanization is so extensive that some cities have become metropolises, dominating the area adjacent to them.<br><br>Early theorists of collective behavior believed that crowds transformed people. Gustave LeBon argued that a collective mind develops, and Robert Park asserted a collective unrest develops leading to collective impulses. Current theorists of collective behavior view crowds as rational. Richard Berk suggested a minimax strategy and Ralph Turner and Lewis Killian suggested emergent norm theory.<br><br>There are five stages of crowd behavior: social unrest, an exciting event, milling, a common object of attention, and common impulses.<br><br>There are different forms of collective behavior including, but not limited to, lynchings, riots, rumors, panics, moral panics, mass hysteria, fads, fashions, and urban legends.<br><br>Social movements consist of large numbers of people organizing to promote or resist social change; social movements can be classified as alterative, redemptive, reformative, transformative, transnational, and/or metaformative.<br><br>Media affects social movements through altering | Trace the development of urbanization to its modern state through collaborative discussion with peers in the classroom.<br><br>Compare and contrast theories of collective behavior through classroom discussion with peers.<br><br>Apply a theory of collective behavior to a close reading of case study scenario.<br><br>Debate and discuss both the positive and negative impacts of the behavior of an acting crowd.<br><br>Analyze the elements of various forms of crowd behavior through close reading of case studies.<br><br>Evaluate the effectiveness of different types of social movements after listening to classroom instruction on the topic.<br><br>Assess the impact of media on public opinion |

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| address a question or solve a problem.<br><br>RH.11-12.8: Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.<br><br>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.<br><br>WHST.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non- textual evidence.<br><br>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | public opinion and propaganda.<br><br>There are two primary theories explaining why people join social movements: mass society theory and relative deprivation theory.<br><br>There are five stages of social movements: initial unrest and agitation, mobilization, organization, institutionalization, and decline.<br><br>Theories of social change include evolutionary theories, unilinear theories, multilinear theories, cyclical theories, and conflict theories.<br><br>The environmental problems of industrialized nations include smog, acid rain, and the greenhouse effect. Furthermore, the location of industrial sites creates environmental injustice, meaning that problems typically have a greater impact on minorities and the poor.<br><br>The environmental movement is the endeavor to restore a healthy environment throughout the world.<br><br>**VOCABULUARY & KEY TERMS:**<br>demography, Malthus theorem, exponential growth curve, demographic transition, population shrinkage, population pyramid, demographic variables, fertility rate, fecundity, growth rate, basic demographic equation, zero population growth, city, urbanization, metropolis, megalopolis, megacity, metropolitan statistical area (MSA), edge city, | through reading and listening to current events.<br><br>Compare and contrast mass society theory and relative deprivation theory in writing.<br><br>Apply the five stages of social movements to a movement of student choice in a discussion with peers.<br><br>Evaluate the validity of each theory of social change in classroom discussion.<br><br>Conceptualize solutions to the environmental problems we face in a discussion with peers.<br><br>Assess in writing the progress of the environmental movement. |

| | gentrification, suburb, human ecology, invasion-succession cycle, urban renewal, enterprise zone, redlining, disinvestment, deindustrialization, collective behavior, collective mind, circular reaction, acting crowd, milling, minimax strategy, emergent norms, riot, rumor, panic, role extension, mass hysteria, moral panic, fad, fashion, urban legend, social movement, proactive social movement, reactive social movement, social movement organization, alterative social movement, redemptive social movement, reformative social movement, transformative social movement, millenarian social movement, cargo cult, transnational social movement, metaformative social movement, public, public opinion, propaganda, mass society theory, mass society, relative deprivation theory, agent provocateur, resource mobilization, social change, modernization, dialectical process, invention, discovery, diffusion, cultural lag, postmodern society, alienation, sustainable environment, acid rain, greenhouse effect, corporate welfare, global warming, environmental justice, ecosabotage, environmental sociology | |

**ASSESSMENT EVIDENCE:  Students will show their learning by:**
- Debating the various theories surrounding population growth and demographic changes in modern society based on evidence gathered in class.
- Researching a social movement and analyzing it according to the sociological principles of collective behavior and the types and tactics of social movements.
- Debating whether or not a sustainable environment should be a goal of world societies.

- Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to social and demographic changes.

**KEY LEARNING EVENTS AND INSTRUCTION:**
- Students will read and analyze various interpretations of Malthusian, New Malthusian, and Anto-Matlhusian theories of population growth.
- Students will research the demographic changes occurring within at least one modern society, and will assess how the demographics of that society have changed over time.
- Students will analyze how demographic changes drive social change in modern societies.
- Students will collaborate to form arguments supporting one modern theory of population growth, and will present their argument and evidence to the class.
- Students will apply theories of social change to instances of social change in their own lives.
- Students will describe different forms of collective behavior and explain why people engage in collective behavior through the lens of one theory discussed in class.

| SUGGESTED TIME ALLOTMENT | CONTENT-UNIT OF STUDY | SUPPLEMENTAL UNIT RESOURCES |
|---|---|---|
| **3 Weeks** | Population and Urbanization<br><br>Collective Behavior and Social Movements<br><br>Social Change and the Environment | Benford, Robert, ed. *Social Issues.* New York: Macmillan Library Reference, 1998.<br><br>Macionis, John J. *Seeing Ourselves: Classic, Contemporary, and Cross Cultural Reading in Sociology.* Upper Saddle River, NJ: Pearson/Prentice Hall, 2007.<br><br>Palmisano, Joseph M. ed. *World of Sociology.* Detroit, MI: Gale Group, 2001.<br><br>Robertson, Ian. *The Social World.* New York, NY: Worth Publishers, 1987.<br><br>Sewall, Gilbert T. *Necessary Lessons: Decline and Renewal in American Schools.* New York: Free Press, 1983.<br><br>Wilson, James Q. *Crime and Human Nature.* New York: Simon and Schuster, 1985.<br><br>PBS Sociology for Teachers.<br>http://www.pbs.org/teachers/socialstudies/inventory/sociology- |

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Crash Course Sociology:
https://www.youtube.com/playlist?list=PL8dPuuaLjXtMJ-AfB_7J1538YKWkZAnGA |
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