



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Sociology Curriculum

Course Description: An elective course centered on the behavior of people in groups. Topics included are socialization, institutions, social interaction, social change, collective behavior, and competition in society. Activities include library research, group activities and simulations, as well as standard testing.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
1 Week	Foundation of Sociology	Topic 1: Stereotypes Topic 2: History and Science of Sociology Topic 3: Applied and Academic Sociological Work Topic 4: Paradigms/Perspectives in Sociology Movements
3 Weeks	Socialization	Topic 1: Elements of Culture Topic 2: Cultural Views Topic 3: Theories of Socialization Topic 4: Factors of Socialization Topic 5: Social Structure
6 Weeks	Stratification in Society	Topic 1: Characteristics and Consequences of Social Class Topic 2: Mobility Topic 3: Sex and Gender Topic 4: Race and Ethnicity Topic 5: Aging
6 Weeks	Social Institutions	Topic 1: Marriage and Family Topic 2: Education Topic 3: Health and Medicine Topic 4: Religion
2 Weeks	Social Organization	Topic 1: Societies Topic 2: Groups Topic 3: Deviance

Unit 1: Foundation of Sociology

Subject: Sociology

Grade: 10-12

Name of Unit: Foundation of Sociology

Length of Unit: 1 Week

Overview of Unit: This unit will cover the history and foundations of sociology. Students will be knowledgeable about the major theoretical foundations as they fit into the rest of the course.

Priority Standards for unit:

- Distinguish levels of analysis

Supporting Standards for unit:

- Interpret descriptive statistics
- Unpack the “causal nexus”, e.g., correlation, time order, elimination of alternative explanations
- Critically assess websites and electronic resources
- Perform a content analysis of texts or news to identify possible sources of bias
- Recognize the difference between empirical and normative statements
- Critique the media
- Describe the tension between generalization and stereotyping, social forces and determinism
- Understand the intersection of biography and history
- Evaluate the methodological processes and limits of research (e.g., bias, generalizability)
- Describe the elements of the scientific method in the social sciences
- Set up a data table properly and read and interpret a table correctly
- Transform a topic of interest into a researchable, sociological question

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb’s DOK
levels of analysis	Distinguish	Analyze	2

Essential Questions:

1. How are the sociological perspectives utilized by sociologists to analyze and explain social behavior?
2. How and why has sociology come to be?
3. How has sociology evolved throughout time?
4. How is sociology applied practically and theoretically?

Enduring Understanding/Big Ideas:

1. Conflict theory, Structural- Functional theory and Symbolic interactionism are the major frameworks utilized by sociologists to provide a comprehensive understanding of human interactions and social phenomena.
2. Sociology as a study began as a result of changes in economic and social class during the 1800’s in order to explain societal changes and behaviors subsequent to the American, French, and Industrial revolutions.
3. Philosophical origins of sociology were combined with empirically driven scientific investigation in order to examine the changing landscape of social behaviors.
4. The competition between applied sociology, designed to solve client problems, and academic sociology, designed to explain and research social issues, remains at the heart of sociological science.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Bourgeoisie● Generalization● Globalization● Integration● Objectivity● Perspectives● Proletariat● Replication● Revolution● Segregation● Sexism● Society● Stereotypes● Subjective● Symbol● Technology● Theory● Values	<ul style="list-style-type: none">● Applied Sociology● Basic Sociology● Conflict Theory● Dysfunction● Functional Analysis● Latent Function● Manifest Function● Micro/Macro Analysis● Phenomena● Positivism● Power Elite● Social Facts● Social Integration● Social Interaction● Social Location● Sociological Perspective● Sociologists● Sociology● Symbolic Interaction● <i>Verstehen</i>

Resources for Vocabulary Development: Henslin, J. M. (2007). *Study Guide for Sociology-A Down-To-Earth Approach*. Boston, MA: Pearson Education, Inc.

Topic 1: Stereotypes

Engaging Experience 1

Title: Are Stereotypes always wrong?

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Distinguish levels of analysis

Supporting:

- Describe the tension between generalization and stereotyping, social forces and determinism

Detailed Description/Instructions:

1. Brainstorm different stereotypes on the board.
2. Read “Fighting Stereotype Stigma” by Bruce Bower
3. Class discussion about the question “Should we use stereotypes in our daily lives.”

Bloom’s Levels: Analyze

Webb’s DOK: 2

Engaging Experience 2

Title: Fighting or embracing 1st impressions

Suggested Length of Time: 1/2 Day

Standards Addressed

Priority:

- Distinguish levels of analysis

Supporting:

- Describe the tension between generalization and stereotyping, social forces and determinism

Detailed Description/Instructions:

1. Students will plan and prepare to dress outside their “norm” to create a new first impression.
2. Students will all come to school dressed outside their normal way of dressing. They will observe reactions and record statements made to them.
3. Students will write a 1-page journal entry about their day and will address the following ideas:
 - a. How did stereotypes play into the way people reacted to you?
 - b. Did you make a first impression on someone new or a new first impression on someone you already knew?
 - c. How will you handle / judge others in the future?

Bloom’s Levels: Analyze

Webb’s DOK: 2

Topic 2: History and Science of Sociology

Engaging Experience 1

Title: Web diagrams of the Revolutions

Suggested Length of Time: 1/2 Day

Standards Addressed

Priority:

- Distinguish levels of analysis

Supporting:

- Understand the intersection of biography and history
- Unpack the “causal nexus”, e.g., correlation, time order, elimination of alternative explanations
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2-Communication and Collaboration).
 - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

Detailed Description/Instructions: Divide students into groups to create three Web diagrams over the Revolutions that prompted the beginnings of Sociology (American, French & Industrial). Things to include components (cause/effect) of the revolutions, how did they affect society, and how did they lead to Comte, Spencer & Marx begin to study societal issues/change.

Bloom’s Levels: Analyze

Webb’s DOK: 2

Topic 3: Applied and Academic Sociological Work

Engaging Experience 1

Title: Prezi/PowerPoint on Sociologists

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Distinguish levels of analysis

Supporting:

- Understand the intersection of biography and history
- ISTE 3-Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

Detailed Description/Instructions: Students will be assigned a sociologist to research. They will present a short multimedia presentation detailing a brief history of their sociologist, main areas of research and analysis of importance to the field of sociology and whether they were engaged in applied or basic sociology.

Bloom's Levels: Analyze

Webb's DOK: 2

Topic 4: Paradigms/Perspectives in Sociology

Engaging Experience 1

Title: Freaks & Geeks

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Distinguish levels of analysis

Supporting:

- Describe the tension between generalization and stereotyping, social forces and determinism

Detailed Description/Instructions: The first episode of Freaks and Geeks, shortly after the intro credits, has a perfect illustration of the perspectives. The family is sitting around the kitchen table and they're talking about the homecoming dance. The mom wants her kids to go because school is also learning how to socialize. Her daughter retorts that it is just an excuse for the popular kids to experiment with sex in their cars. Finally, the dad lays down the law by saying they're both going, because he said so.

Students will need to look at the scenario and apply the three sociological perspectives to the scene and analyze & explain how each applies.

Bloom's Levels: Analyze

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will get into groups of no more than three. They will apply the three sociological theories to the common interaction of Sports. They will choose a spokesperson to share out at the end of their allotted time.

Rubric for Engaging Scenario:

Structural -Functional Theory-Macro level analysis

Utilizing Merton's breakdown of S-F Theory students would have something like...

- Manifest function of sports is to maintain physical health
- Latent functions of sports-social relationships, job creation, encourages competition, etc.
- Dysfunction of sports-enhancement drugs, sports over education at the collegiate level, etc.

Conflict Theory-Macro level analysis

- Some sports are too expensive for everyone to play (tennis, golf, sailing etc.) CLASS CONFLICT
- Women are barred from some places (golf courses) and sports (football) (Title IX) GENDER CONFLICT
- Managers & coaches 90% of the time are white, blacks not allowed at some country clubs, blacks make more money on average, etc. RACIAL CONFLICT

Symbolic-Interaction Theory-Micro level analysis

- Individuals understand the game a little differently
 - hardcore competitor
 - love of the game (college vs. pro)
- Individual may change over time
 - rookie vs. end of career

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Stereotypes	Are stereotypes always wrong?	<ol style="list-style-type: none"> 1. Brainstorm different stereotypes on the board. 2. Read “Fighting Stereotype Stigma” by Bruce Bower. 3. Class discussion about the question “Should we use stereotypes in our daily lives.” 	1 Day
Stereotypes	Fighting or embracing 1st impressions	<ol style="list-style-type: none"> 1. Students will plan and prepare to dress outside their “norm” to create a new 1st impression. 2. Students will all come to school dressed outside their normal way of dressing. They will observe reactions and record statements made to them. 3. Students will write a 1-page journal entry about their day and will address the following ideas: <ol style="list-style-type: none"> a. How did stereotypes play into the way people reacted to you? b. Did you make a 1st impression on someone new or a new 1st impression on someone you already knew? c. How will you handle / judge others in the future? 	1/2 Day
History and Science of Sociology	Web diagrams of the Revolutions	Divide students into groups to create three Web diagrams over the Revolutions that prompted the beginnings of Sociology (American, French & Industrial). Things to include components (cause/effect) of the revolutions, how did they affect society, and how did they lead to Comte, Spencer & Marx begin to study societal issues/change.	1/2 Day
Applied and Academic	Prezi/Power Point on Sociologists	Students will be assigned a sociologist to research. They will present a short PowerPoint detailing a brief history of their sociologist, main areas of research and analysis of importance to the field of sociology and whether they were engaged in applied or basic sociology.	2 Days

Paradigms/Perspectives in Sociology	Freaks & Geeks	<p>The first episode of Freaks and Geeks, shortly after the intro credits, has a perfect illustration of the perspectives. The family is sitting around the kitchen table and they're talking about the homecoming dance. The mom wants her kids to go because school is also learning how to socialize. Her daughter retorts that it's just an excuse for the popular kids to experiment with sex in their cars. Finally, the dad lays down the law by saying they're both going because he said so.</p> <p>Students will need to look at the scenario and apply the three sociological perspectives to the scene and analyze & explain how each applies.</p>	1 Day
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Unit 2: Socialization

Subject: Sociology

Grade: 10-12

Name of Unit: Socialization

Length of Unit: 3 weeks

Overview of Unit: This unit covers the elements of culture that shape its individuals and groups. It also studies the manner in which individuals are socialized to be a part of their society and the structures that influence their interactions with others in their society.

Priority Standards for unit:

- Compare and contrast one’s own context with those in other parts of the U.S. and the world
- Debunk individualistic explanations of behavior and identify social patterns

Supporting Standards for unit:

- Interpret descriptive statistics
- Unpack the “causal nexus”, e.g., correlation, time order, elimination of alternative explanations
- Critically assess websites and electronic resources
- Distinguish levels of analysis
- Perform a content analysis of texts or news to identify possible sources of bias
- Recognize the difference between empirical and normative statements
- Critique the media

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb’s DOK
one’s own context to other parts in the US and World	compare	understand	2
one’s own context to other parts in the US and world	contrast	understand	2
explanations of behavior	debunk	evaluate	4
explanations of social patterns	identify	understand	2

Essential Questions:

1. How do changes in society and culture (i.e., globalization, regionalism, nationalism, group identity) affect behavior at the societal level and on an individual level?
2. What are the major elements of culture and how are they transmitted to individuals in the culture through various agents of socialization?
3. How do the major theories of socialization differ?

4. Are we prisoners of socialization? Why or Why not?

Enduring Understanding/Big Ideas:

1. Groups of people and individuals are influenced by the parts of culture are changing (i.e., technology, norms) and the parts of culture are remaining the same at given periods of time, which influence the way one perceives themselves and others (i.e., ethnocentrism, relativism).
2. Language, symbols, material culture, norms, values, mores, and taboos shape individuals and groups through the people that they are most closely associated (i.e., parents, peers, community, religion, sports, workplace).
3. While most sociologists agree that socialization is a lifelong process, the greatest theoretical differences are based on what the various stages are and the penultimate level of socialization an individual can achieve.
4. Nature and nurture both have an effect on a person’s socialization; however, the magnitude of the effect is based upon an individual’s social location.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Community ● Culture ● Diffusion ● Emotions ● Gender ● Law ● Life-course ● Mass Media ● Morality ● Nature ● Nurture ● Peer ● Personality ● Religion ● Sanction ● Technology ● Theory 	<ul style="list-style-type: none"> ● Achieved / Ascribed Status ● Adulthood ● Agents Of Socialization ● Counterculture ● Cultural Lag ● Cultural Leveling ● Degradation Ceremony ● Dramaturgy ● Ego ● Ethnocentrism ● Ethnomethodology ● Feral / Isolated Children ● Folkway ● <i>Gemeinschaft / Gesellschaft</i> ● Gender Role ● Gender Socialization ● ID ● Language ● Looking Glass Theory ● Material Culture ● Norms, Values, Mores

	<ul style="list-style-type: none">● Relativism● Resocialization● Role (Conflict, Strain)● Sociologists● Status (Master, Inconsistency, Set)● Subculture● Superego● Symbols● Taboos● Thomas Theorem● Total Institution● Value Cluster● Value Contradiction
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Resources for Vocabulary Development: Henslin, J. M. (2007). *Study Guide for Sociology-A Down-To-Earth Approach*. Boston, MA: Pearson Education, Inc.

Topic 1: Elements of Culture

Engaging Experience 1

Title: The Nacirema

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- Compare and contrast one's own context with those in other parts of the U.S. and the world

Supporting:

- Recognize the difference between empirical and normative statements

Detailed Description/Instructions: Students will read the article, *The Nacirema*, take note of the ritual behaviors and material elements of the Nacirema culture and then respond to the following questions.

1. What are the cultural beliefs of the Nacirema in regard to the human body?
2. What are two specific behaviors the Nacirema engage in as a result of their beliefs about the body?
3. What roles do the medicine men and the "latipso" play in this culture and what evidence suggests the medicine men are highly valued in this culture?
4. Based on the importance of bodily appearance and function in this culture, describe other rituals (two) the Nacirema might engage in to be cured of their impurities.
5. Who are the Nacirema and what evidence was available for you to determine your conclusion?

Bloom's Levels: Understand

Webb's DOK: 2

Topic 2: Cultural Views

Engaging Experience 1

Title: The Gods Must Be Crazy

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Compare and contrast one's own context with those in other parts of the U.S. and the world

Supporting:

- Recognize the difference between empirical and normative statements
- ISTE 2-Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - Develop cultural understanding and global awareness by engaging with learners of other cultures.

Detailed Description/Instructions: Students will use their sociological lenses to analyze cultural components of the film, “The Gods Must Be Crazy” Students will note key elements of culture and answer the following questions using evidence from the film.

1. Identify key elements of the Bushman's material culture.
2. Identify key elements of modern city man's culture.
3. What are some of the critical beliefs and values of the Bushmen (non-material/symbolic culture)?
4. Ditto for modern city humans.
5. Provide evidence of culture shock, both on the part of the Bushmen and of the city people.
6. How can we use cultural relativism to analyze and understand the Bushman's culture?

Bloom's Levels: Understand

Webb's DOK: 2

Topic 3: Theories of Socialization

Engaging Experience 1

Title: A Nation of Wimps

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Compare and contrast one's own context with those in other parts of the U.S. and the world
- Debunk individualistic explanations of behavior and identify social patterns

Supporting:

- Recognize the difference between empirical and normative statements

Detailed Description/Instructions: Students will read the article and mark the article per close reading strategies and be prepared to engage in Socratic seminar on how issues of the article are connected to theories of socialization.

Bloom's Levels: Understand, Evaluate

Webb's DOK: 2, 4

Topic 4: Factors of Socialization

Engaging Experience 1

Title: Agents of Socialization

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Debunk individualistic explanations of behavior and identify social patterns

Supporting:

- Unpack the “causal nexus”, e.g., correlation, time order, elimination of alternative explanations
- ISTE 1-Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Students will complete the following that details how specific agents of socialization shape the self throughout one’s life.

Students will group into 3-4 students.

1. Get poster paper and other materials needed (pencils, markers, rulers, etc.)
2. Create a circle or illustration of a human head and write “the Self”
3. Extend from the circle/head 10 lines that will point to each of the 10 agents of socialization and assign 2-3 agents to each member of the group. Each student in the group will then list 2-3 key influences each agent has in shaping the self during the childhood and teen years.
4. Next, the student will list 3 ways in which the influence of the agent changes as the self becomes a 20-30-year-old, then
 - a. Three more ways the agents’ influence changes as the self is 40-50 years old, and
 - b. Three more as the self becomes 60-80 years old.

*Make sure all members’ names are on the sheet

*Make sure the work is accurate

*Make sure it is neat, legible, and can be clearly seen by the class as in a presentation

*Be prepared to explain your work to your peers

Bloom’s Levels: Evaluate

Webb’s DOK: 4

Topic 5: Social Structure

Engaging Experience 1

Title: Social Institutions

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Debunk individualistic explanations of behavior and identify social patterns

Supporting:

- ISTE 1-Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.

Detailed Description/Instructions: Students will read over the information in Figure 4.2 on page 102 from *Sociology, A Down-To-Earth Approach* by James M. Henslin. Students will understand the function of each institution as well as the values and norms listed. They will complete the following on a separate sheet of paper:

Choose 5 of the 10 institutions and provide a very specific manner in which each meets a basic need. DO NOT simply repeat the general manner they meet needs (i.e., Religion provides detailed rituals on the burying of the deceased that include prayers, scriptural readings...)

1. Provide 2 additional and different (from the ones listed) values for 5 of the 10 institutions.
2. Provide 2 additional and different (from the ones listed) norms for 5 of the 10 institutions.
3. Provide a very specific manner in which 5 of the 10 institutions shape and influence the development of your “self”. How do they shape the way you behave, think, and speak in our society?
4. Provide an example of how you might be shaped differently by a social institution if you belonged to and were raised in another society. (e.g., if you were a member of a Muslim society, a Chinese, an African, an agricultural or tribal society, ...)

Bloom’s Levels: Understand

Webb’s DOK: 2

Engaging Experience 2

Title: Dramaturgy

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- Debunk individualistic explanations of behavior and identify social patterns

Supporting:

- ISTE 1-Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.

Detailed Description/Instructions: Students will choose an episode of their day or a typical day and write a blog a description of that day or episode in terms of dramaturgy. The work must include all of the key terms associated with dramaturgy in describing their day (e.g., backstage) as well as terms associated with role performance (e.g., sign vehicles).

Another alternative to this activity is to have students break into small groups. Each group role plays a typical day of one of the students. At the conclusion of the skit, students in the class will identify the key terms associated with dramaturgy and role.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Analysis of self-socialization: Students will create a profile (i.e. brochure, blog, Facebook page, diary entry, ...) of themselves that will include the following information:

1. The culture that has been most influential in shaping them.
2. Their primary language of use, secondary (if any).
3. Two-Three critical material elements of their culture.
4. Two-Three critical non-material elements of their culture.
5. Two-Three critical norms they follow.
6. Two-Three critical values they believe in that shapes their thoughts and behaviors.
7. An example of ethnocentrism of theirs. How they see another cultural or subcultural group?
8. Three agents of socialization and a very specific example for each agent as to how that agent has shaped their lives.
9. An evaluation of where they believe they are on Piaget's and Kohlberg's stages of development.
10. A prediction of one critical change they believe will take place in their life by the time of their 10-year class reunion.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Elements of Culture	The Nacirema	<p>Students will read the article, <i>The Nacirema</i>, take note of the ritual behaviors and material elements of the Nacirema culture and then respond to the following questions.</p> <ol style="list-style-type: none"> 1. What are the cultural beliefs of the Nacirema in regard to the human body? 2. What are two specific behaviors the Nacirema engage in as a result of their beliefs about the body? 3. What roles do the medicine men and the “latipso” play in this culture and what evidence suggests the medicine men are highly valued in this culture? 4. Based on the importance of bodily appearance and function in this culture, describe other rituals (two) the Nacirema might engage in to be cured of their impurities. 5. Who are the Nacirema and what evidence was available for you to determine your conclusion? 	45 min
Cultural Views	The Gods Must be Crazy	<p>Students will use their sociological lenses to analyze cultural components of the film, “The Gods Must Be Crazy” Students will note key elements of culture and answer the following questions using evidence from the film.</p> <ol style="list-style-type: none"> 1. Identify key elements of the Bushman’s material culture. 2. Identify key elements of modern city man’s culture. 3. What are some of the critical beliefs and values of the Bushmen (non-material/symbolic culture)? 4. Ditto for modern city humans. 5. Provide evidence of culture shock, both on the part of the Bushmen and of the city people. 	1 day

		6. How can we use cultural relativism to analyze and understand the Bushman's culture?	
Theories of Socialization	A Nation of Wimps	Students will read the article and mark the article per close reading strategies and be prepared to engage in Socratic seminar on how issues of the article are connected to theories of socialization.	1 day
Factors of Socialization	Agents of Socialization	<p>Students will complete the following that details how specific agents of socialization shape the self throughout one's life.</p> <p>Students will group into 3-4 students.</p> <ol style="list-style-type: none"> 1. Get poster paper and other materials needed (pencils, markers, rulers, etc.) 2. Create a circle or illustration of a human head and write "the Self" 3. Extend from the circle/head 10 lines that will point to each of the 10 agents of socialization and assign 2-3 agents to each member of the group. Each student in the group will then list 2-3 key influences each agent has in shaping the self during the childhood and teen years. 4. Next, the student will list 3 ways in which the influence of the agent changes as the self becomes a 20-30-year-old, then <ol style="list-style-type: none"> a. Three more ways the agents' influence changes as the self is 40-50 years old, and b. Three more as the self becomes 60-80 years old. 	1 day
Social Structure	Social Institutions	<p>Students will read over the information in Figure 4.2 on page 102 from Sociology, A Down-To-Earth Approach by James M. Henslin. Students will understand the function of each institution as well as the values and norms listed. They will complete the following on a separate sheet of paper:</p> <p>Choose 5 of the 10 institutions and provide a very specific manner in which each meets a basic need. DO NOT simply repeat the general manner they meet</p>	45 min

		<p>needs (i.e., Religion provides detailed rituals on the burying of the deceased that include prayers, scriptural readings, etc.)</p> <ol style="list-style-type: none"> 1. Provide 2 additional and different (from the ones listed) values for 5 of the 10 institutions. 2. Provide 2 additional and different (from the ones listed) norms for 5 of the 10 institutions. 3. Provide a very specific manner in which 5 of the 10 institutions shape and influence the development of your “self”. How do they shape the way you behave, think, and speak in our society? 4. Provide an example of how you might be shaped differently by a social institution if you belonged to and were raised in another society. (e.g. if you were a member of a Muslim society, a Chinese, an African, an agricultural or tribal society, ...) 	
Social Structure	Dramaturgy	<p>Students will choose an episode of their day or a typical day and write a blog a description of that day or episode in terms of dramaturgy. The work must include all of the key terms associated with dramaturgy in describing their day (e.g. backstage) as well as terms associated with role performance (e.g. sign vehicles).</p> <p>Another alternative to this activity is to have students break into small groups. Each group role plays a typical day of one of the students. At the conclusion of the skit, students in the class will identify the key terms associated with dramaturgy and role.</p>	45 min

Unit 3: Stratification in Society

Subject: Sociology

Grade: 10-12

Name of Unit: Stratification in Society

Length of Unit: 6 Weeks

Overview of Unit: This unit will cover the major agents of socialization in detail and the causes and effects of stratification in society. This unit will comprise extended study on social class/mobility, sex and gender issues, race and ethnicity, as well the changes in issues for an aging society.

Priority Standards for unit:

- Identify and offer explanations for social inequality
- Position personal life choices and chances in a demographic context
- Place an issue in a larger context (identify systemic elements; identify stakeholders; list unintended consequences)
- Posit intervening factors and spurious relationships in social life

Supporting Standards for unit:

- Interpret descriptive statistics
- Unpack the “causal nexus”, e.g., correlation, time order, elimination of alternative explanations
- Critically assess websites and electronic resources
- Distinguish levels of analysis
- Perform a content analysis of texts or news to identify possible sources of bias
- Recognize the difference between empirical and normative statements
- Critique the media
- Show awareness of probabilities and contingencies
- Analyze labor force issues
- Understand the intersection of biography and history

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb's DOK
social inequality	Identify	Remember	1
social inequality	Explain	Understand	3
personal life choices and chances in a demographic context	Position	Analyze	4
issues’ larger context	Place	Understand	4
Intervening factors and spurious relationships in social life	Posit	Evaluate	3

Essential Questions:

1. Why do humans stratify themselves?
2. How does one's social location change within society?
3. How do the sociological perspectives explain how age, gender, and race shape your place in society?

Enduring Understanding/Big Ideas:

1. Functionalists would argue that stratification serves the purpose of organizing society so that it can accomplish the goals of society, while conflict theorists argue that stratification results from how a society distributes the scarce resources it possesses.
2. Gender, ethnicity, race, age, and class factor into one's social location and a change in any of these can change a person's strata in life.
3. Each of the three major perspectives view age, gender, and race as being defined by each society, with each having differing influences on an individual's development, strata, and identity.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific	
<ul style="list-style-type: none"> • Apartheid • Bourgeoisie • Conflict • Discrimination • Feminism • Gender • Ideology • In/Equality • Income • Mobility • Multiculturalism • Poverty • Prejudice • Race/Ethnicity • Segregation • Sex • Sexual Harassment • Wealth 	<ul style="list-style-type: none"> • Ageism • Anomie • Assimilation • Bonded Labor • Caste System • Class (System, Consciousness) • Contradictory Class Location • Culture Of Poverty • Deferred Gratification • Disengagement Theory • Dominant Group • Endogamy • Ethnic Cleansing • Exchange Mobility • Exogamy • Feminization Of Poverty • Gender Stratification • Genocide • Gerontocracy • Glass Ceiling • Gray Panthers • Graying Of America • Hospice • Institutional Discrimination • Intergenerational Mobility 	<ul style="list-style-type: none"> • Matriarchy • Meritocracy • Multinational Corporations • Patriarchy • Population Transfer • Poverty Line • Power Elite • Prestige • Reserve Labor Force • Scapegoat • Selective Perception • Social Mobility • Social Stratification • Status Inconsistency • Strata • Underclass • WASP • White Ethnics

Resources for Vocabulary Development: Henslin, J. M. (2007). *Study Guide for Sociology-A Down-To-Earth Approach*. Boston, MA: Pearson Education, Inc.

Topic 1: Characteristics and Consequences of Social Class

Engaging Experience 1

Title: Ruby Payne Stratification Quiz

Suggested Length of Time: 1/2 Day

Standards Addressed

Priority:

- Position personal life choices and chances in a demographic context

Detailed Description/Instructions: All students will take the stratification quiz from A Framework for Understanding Poverty. The student will then look at which social class they most closely identify with based on the quiz. Discussion following quiz in which the students will need to analyze whether there are choices that you make as a teenager that could change where you fit in the spectrum.

Bloom's Levels: Analyze

Webb's DOK: 4

Engaging Experience 2

Title: Born Rich

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Identify and offer explanations for social inequality

Supporting:

- Recognize the difference between empirical and normative statements
- Critique the media

Detailed Description/Instructions: Students will watch documentary “Born Rich” and fill out the accompanying worksheet. Students will then break into small groups to discuss the final questions.

Bloom's Levels: Remember, Understand

Webb's DOK: 1, 3

Topic 2: Mobility

Engaging Experience 1

Title: Life Happens

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Position personal life choices and chances in a demographic context

Supporting:

- Analyze labor force issues
- ISTE 1-Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Identify trends and forecast possibilities.

Detailed Description/Instructions: Students will engage in the Life Happens simulation game.

- Preparation:
 - Have class members count off from 1-7. After counting off, class members should then divide into seven groups according to their respective numbers.
 - Each group is then given a Family Profile that indicates the make-up of the family (e.g., how many adults, children, etc.), the household income, the amount of assets, as well as any special circumstances.
- During the Exercise:
 - Each family must meet the needs of each member and develop and maintain the budget of the household. Families should calculate a monthly budget.
 - The instructor periodically distributes Life Happens cards that indicate an event or circumstance that will impact the family. Members of that particular family will have to make attempts to accommodate the events and circumstances of these cards.
 - The instructor acts as the government/state/and any other institution that has the responsibility of insuring the welfare and safety of children. Due to the lack of response or the irresponsibility of particular families, it may be necessary to take children into protective custody.
- Ending the Exercise:
 - The game ends after each family has had adequate time to manage their budgets, deal with their particular life circumstances (as determined by their profile and Life Happens cards), etc.
 - Each family should give an oral report describing their family (how many members, what kind of housing they live in, what their jobs are, etc.) and what an average weekday and an average weekend looks like.

Bloom's Levels: Analyze
Webb's DOK: 4

Engaging Experience 2

Title: SPENT computer simulation
Suggested Length of Time: 1/2 Day
Standards Addressed

Priority:

- Position personal life choices and chances in a demographic context

Supporting:

- Analyze labor force issues

Detailed Description/Instructions: Hand out the SPENT game sheets and have students log into the game for a quick demonstration. They will work thru the game 2 times recording their choices and challenges.

Bloom's Levels: Analyze
Webb's DOK: 4

Topic 3: Sex & Gender

Engaging Experience 1

Title: Gender scale rating

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Place an issue in a larger context (identify systemic elements; identify stakeholders; list unintended consequences)
- Posit intervening factors and spurious relationships in social life

Supporting:

- Unpack the “causal nexus”, e.g., correlation, time order, elimination of alternative explanations

Detailed Description/Instructions: Have students brainstorm about things that bother them about the opposite gender. Share out. Ask the question, “Do you feel that you fit the characteristics of your own gender that have been placed upon you?” Take the quiz and discuss the outcome and see if they fit into the normative level of what is male/female.

Bloom’s Levels: Evaluate

Webb’s DOK: 3

Engaging Experience 2

Title: Show & Tell

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Identify and offer explanations for social inequality

Supporting:

- Unpack the “causal nexus”, e.g., correlation, time order, elimination of alternative explanations

Detailed Description/Instructions: Students will bring in their favorite toy from their youth. As each student tells about their toy ask if it is a gender neutral or gender normed toy. Break the class up into groups of 2. Assign half the groups boy toys and half girl toys. Have them go to Amazon.com and cut & paste toy description to create a Wordle.

Bloom’s Levels: Remember, Understand

Webb’s DOK: 1, 3

Topic 4: Race & Ethnicity

Engaging Experience 1

Title: Socratic Seminar-Is racism dead?

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Identify and offer explanations for social inequality

Supporting:

- ISTE 1-Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.

Detailed Description/Instructions: Students will read the following articles: “Black Rage” by Lauren Hill, “High School Girl Taunted, Beaten At Bus Stop For Acting ‘Too Much Like A White Person’” from the Daily Caller and “When Whites Get a Free Pass” by Ian Ayers. They will then prepare a seminar prep worksheet for discussion. They will prepare questions for the seminar to keep it moving smoothly. In class the students will be broken into two groups-1 will talk 1 will record. Depending on the number of students you may choose to utilize the tag in and out option so that those on the outside circle.

Bloom’s Levels: Remember, Understand

Webb’s DOK: 1, 3

Topic 5: Aging

Engaging Experience 1

Title: Is 80 the new 60?

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Place an issue in a larger context (identify systemic elements; identify stakeholders; list unintended consequences)

Supporting:

- Critically assess websites and electronic resources
- Perform a content analysis of texts or news to identify possible sources of bias
- ISTE 6-Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.
 - Understand and use technology systems.
 - Select and use applications effectively and productively.
 - Troubleshoot systems and applications.

Detailed Description/Instructions: Divide the class into 4 or 8 groups (depending on class size). Each group needs to watch one of the following videos from NBR (CNBC) about Aging in America: “The Golden Years”, “The Companies that Benefit”, “Impact on Healthcare”, “The Economy”. Each group will watch their assigned video and then do additional research on their topic. Create a creative digital way of presenting your topic to the rest of the class (i.e. PowToons, filmmaker, etc.). Suggestion: Add questions on this topic to the culmination project interview questions and add responses to video or whatever you produce.

Bloom’s Levels: Analyze

Webb’s DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Interview of someone who is of different gender, an adult of a different race/ethnicity, someone outside of your class set, and someone who is elderly. Following the interviews, place the answers into a continuum based on the three sociological theories.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Characteristics and Consequences of Social Class	Ruby Payne Stratification Quiz	All students will take the stratification quiz from <u>A Framework for Understanding Poverty</u> . The student will then look at which social class they most closely identify with based on the quiz. Discussion following quiz in which the students will need to analyze whether there are choices that you make as a teenager that could change where you fit in the spectrum.	½ day
Characteristics and Consequences of Social Class	Born Rich	Students will watch documentary “Born Rich” and fill out the accompanying worksheet. Students will then break into small groups to discuss the final questions.	1 day
Mobility	Life Happens	<p style="text-align: center;">Preparation:</p> <p>Have class members count off from 1-7. After counting off, class members should then divide into seven groups according to their respective numbers. Each group is then given a Family Profile that indicates the make-up of the family (e.g., how many adults, children, etc.), the household income, the amount of assets, as well as any special circumstances.</p> <p style="text-align: center;">During the Exercise:</p> <p>Each family must meet the needs of each member and develop and maintain the budget of the household. Families should calculate a monthly budget. The instructor periodically distributes Life Happens cards that indicate an event or circumstance that will impact the family. Members of that</p>	1 day

		<p>particular family will have to make attempts to accommodate the events and circumstances of these cards. The instructor acts as the government/state/and any other institution that has the responsibility of insuring the welfare and safety of children. Due to the lack of response or the irresponsibility of particular families, it may be necessary to take children into protective custody.</p> <p>Ending the Exercise:</p> <p>The game ends after each family has had adequate time to manage their budgets, deal with their particular life circumstances (as determined by their profile and Life Happens cards), etc. Each family should give an oral report describing their family (how many members, what kind of housing they live in, what their jobs are, etc.) and what an average weekday and an average weekend looks like</p>	
Mobility	SPENT computer simulation	Hand out the SPENT game sheets and have students log into the game for a quick demonstration. They will work thru the game 2 times recording their choices and challenges.	½ day
Sex & Gender	Gender Scale Rating	Have students brainstorm about things that bother them about the opposite gender. Share out. Ask the question, “do you feel that you fit the characteristics of your own gender that have been placed upon you?” Take the quiz and discuss the outcome and see if they fit into the normative level of what is male/female.	1 day
Sex & Gender	Show & Tell	Students will bring in their favorite toy from their youth. As each student tells about their toy ask if it is a gender neutral	1 day

		or gender normed toy. Break the class up into groups of 2. Assign half the groups boy toys and half girl toys. Have them go to Amazon.com and cut & paste toy description to create a Wordle.	
Race & Ethnicity	Socratic Seminar--Is racism dead?	Students will read the following articles: "Black Rage" by Lauren Hill, "High School Girl Taunted, Beaten At Bus Stop For Acting 'Too Much Like A White Person'" from the Daily Caller and "When Whites Get a Free Pass" by Ian Ayers. They will then prepare a seminar prep worksheet for discussion. They will prepare questions for the seminar to keep it moving smoothly. In class the students will be broken into 2 groups-1 will talk 1 will record. Depending on the number of students you may choose to utilize the tag in and out option so that those on the outside circle.	1 day
Aging	Is 80 the new 60?	Divide the class into 4 or 8 groups (depending on class size). Each group needs to watch one of the following videos from NBR (CNBC) about Aging in America: "The Golden Years", "The Companies that Benefit", "Impact on Healthcare", "The Economy". Each group will watch their assigned video and then do additional research on their topic. Create a creative digital way of presenting your topic to the rest of the class (i.e. PowToons, filmmaker, etc.). Suggestion: Add questions on this topic to the culmination project interview questions and add responses to video or whatever you produce.	2 days

Unit 4: Social Institutions

Subject: Sociology

Grade: 10-12

Name of Unit: Social Institutions

Length of Unit: 6 Weeks

Overview of Unit: This unit will focus on societal institutions, [families, the education system, religious institutions, and medical institutions]. The focus of study will be on individuals and society and how they are impacted the institutions that they create.

Priority Standards for unit:

- Place an issue in a larger context (identify systemic elements; identify stakeholders; list unintended consequences)
- Recognize the difference between dispositional and sociological explanations
- Describe, explain, and predict aspects of social problems
- Appreciate the role of human agency in social change

Supporting Standards for unit:

- Interpret descriptive statistics
- Unpack the “causal nexus”, e.g., correlation, time order, elimination of alternative explanations
- Critically assess websites and electronic resources
- Distinguish levels of analysis
- Perform a content analysis of texts or news to identify possible sources of bias
- Recognize the difference between empirical and normative statements
- Critique the media
- Show awareness of probabilities and contingencies
- Analyze labor force issues

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb's DOK
issues in context	Identify	Remember	1
issues in context	List	Remember	1
dispositional and sociological explanations	Recognize	Remember	1
aspects of social problems	Describe	Understand	1
aspects of social problems	Explain	Understand	2
aspects of social problems	Predict	Understand	2
role of human agency in social change	Appreciate	Understand	2

Essential Questions:

1. How is the role of family changing and remaining the same in modern society?
2. How has globalization shifted the ideals and function of education in the United States?
3. How has technology and shifting demographics changed the ideals and function of health services in the United States and globally?
4. How are people’s lives shaped by religious institutions and ideals?

Enduring Understanding/Big Ideas:

1. While the traditional family still exists in society, the very definition of family is currently in flux while changing the responsibilities of individuals and outside institutions within the context of “family.”
2. Competition for global supremacy has led to strategic and incidental changes on how people are educated.
3. Advances in medical technology have provided opportunities for the elongation of life, and yet as a result of political and economic considerations, its availability and its accessibility to the population varies.
4. Different religious institutions lay the foundation of one’s sense of morality, mortality, and purpose as a member of a society.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific	
<ul style="list-style-type: none">• Divorce• Dysfunctional• Economics• Education• Family• Health• Institution• Marriage• Medicine• Politics• Religion	<ul style="list-style-type: none">• Animism• Anti-Semitism• Bilateral Descent• Blended Family• Charisma• Civil Religion• Cohabitation• Credentialism• Cult• Cultural Transmission• Denomination• Ecclesia• Egalitarian• Empty Nest• Endogamy• Evangelism• Exogamy• Extended Family	<ul style="list-style-type: none">• Patriarchy• Polyandry• Polygyny• Polytheism• Profane• Protestant Ethic• Reincarnation• Rituals• Sacred• Sandwich Generation• Sect• Serial Fatherhood• Social Promotion• State Religion• Totem• Tracking

	<ul style="list-style-type: none">• Family (Orientation, Procreation)• Functional Illiterate• Fundamentalism• Gatekeeping• Grade Inflation• Hidden Curriculum• Homogamy• Incest Taboo• Machismo• Matriarchy• Monotheism• Nuclear Family
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Resources for Vocabulary Development: Henslin, J. M. (2007). *Study Guide for Sociology-A Down-To-Earth Approach*. Boston, MA: Pearson Education, Inc.

Topic 1: Marriage and Family

Engaging Experience 1

Title: Perfect Mate?

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Recognize the difference between dispositional and sociological explanations

Detailed Description/Instructions: Divide class into 3 groups: one with all males, one with all females and one with both males and females. Ask each group to draft a list of ten characteristics (from most important to least important) that describes the ideal marital partner. Afterwards, have each group present its list to the class and then have the class discuss the following points: Which groups had the easiest time agreeing on the components of their list? Which group had the hardest time? Which similarities and differences can you identify in the characteristics and the rankings from group to group? Finally, which social factors and/or socializing influences might most account for these similarities and differences?

Bloom's Levels: Remember

Webb's DOK: 1

Engaging Experience 2

Title: Siblings Influence

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Appreciate the role of human agency in social change

Detailed Description/Instructions: Read “How your siblings make you who you are” by Jeffrey Kluger. As we read, we will stop periodically to discuss the social factors that indicate just how much our siblings play a role in our lives and socialization.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 2: Education

Engaging Experience 1

Title: Tech in Schools

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Place an issue in a larger context (identify systemic elements; identify stakeholders; list unintended consequences)

Supporting:

- ISTE 3-Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

Detailed Description/Instructions: Students will do basic research on the type of technology utilized in the American classroom (and the Park Hill classroom). We will then discuss the merits of these types of technology. The students will then go home and ask 3 adults about the technology skills that are necessary for their type of job. At the beginning of class, we will read “Steve Jobs was a Low-Tech Parent” and “A Silicon Valley School That Doesn’t Compute”. The last half of class will be Socratic style discussion on the importance of technology in the classroom in the 21st Century.

Bloom’s Levels: Remember

Webb’s DOK: 1

Engaging Experience 2

Title: Stand & Deliver

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Appreciate the role of human agency in social change

Supporting:

- Unpack the “causal nexus”, e.g., correlation, time order, elimination of alternative explanations

Detailed Description/Instructions: Students will view the movie “Stand and Deliver”. Following discussion about hidden curriculum, high expectations, etc. They will then do the following: This assignment has two parts. One is the recognition of who has played a very important role in your life and the other is to let them know about it.

First, think back over the years you have been in school going all the way back to pre-school, if that applies. Which teacher has played the most important role in changing your life (hopefully for the better)? Don't say you cannot think of anyone-I know they are there-if you choose to look. Examine what s/he did or said and explain the impact it had on your life, attitudes, beliefs, decisions, behaviors, etc. Simply put, how has your life changed as a result of this person being in your life? Then write about how all this happened. Describe the teacher, all the events and the changes. Include everything important. This will be at least 500 words.

The second part of this assignment will be up to you. Once you get the papers back, I would like you to take the key ideas and write a letter to that teacher and send/give it to him or her. Too many teachers go through their careers not knowing how they may have positively affected their students.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 3

Title: Credential Society

Suggested Length of Time: Complete within time of chapter coverage, approximately 5 days.

Standards Addressed

Priority:

- Place an issue in a larger context (identify systemic elements; identify stakeholders; list unintended consequences)

Supporting:

- Analyze labor force issues

Detailed Description/Instructions: Students will interview four professionals/upper management who are over 40 years old and are currently employed. The main part of the interview will be for the students to list all of the credentials the person has acquired in their life. Then, through the interview, ask how much of the training is significantly related to the work they are doing now. In addition, determine, approximately, how much tuition cost for these credentials. Once the information/data is collected and analyzed the students will answer how functional credentials are for getting the most qualified person to take the most important jobs in society. In addition, from a conflict perspective answer who benefits from and profits by "credentializing" society?

Bloom's Levels: Remember

Webb's DOK: 1

Engaging Experience 4

Title: “Stand and Deliver”

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- Place an issue in a larger context (identify systemic elements; identify stakeholders; list unintended consequences)

Detailed Description/Instructions: Students will view the film, Stand and Deliver, (select parts as teacher sees appropriate) and answer questions (as crafted by teacher) that connect film’s portrayal of education to prior knowledge:

1. What are some of the challenges facing public education in the US?
2. What are some of the challenges facing ethnic subgroups in US public education?
3. How does Mr. Escalante address some of the challenges posed by the group of students he is teaching?
4. How does the challenge of being the kind of teacher Mr. Escalante is affect him in his personal life?

Students will then get into groups of 3-4 and create a list of key terms from the chapter on education that were demonstrated in the film (7-10) and choose three from the list and provide a detailed description of how that term was demonstrated in the film. Finally, the group will compare the way US education was portrayed in the film to the way their school operates and find three similarities as well as three differences and provide an explanation for the comparisons. Each group will then share a portion of their work with the class.

Bloom’s Levels: Remember

Webb’s DOK: 1

Topic 3: Health and Medicine

Engaging Experience 1

Title: Euthanasia

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Place an issue in a larger context (identify systemic elements; identify stakeholders; list unintended consequences)
- Describe, explain, and predict aspects of social problems

Detailed Description/Instructions: Students, prior to class, will formulate their positions on the issue of euthanasia/medically assisted suicide. They must include their rationale for their position and be prepared to defend it in a class debate/discussion. Students will then watch, “The Suicide Tourist,” a Frontline documentary that covers a couple’s visit to Switzerland to effectively end the husband’s life who is suffering from a terminal medical condition. After viewing the documentary students will then write a response to the issues addressed in it and whether their views on the subject changed as a result of viewing the documentary. Students will provide an explanation as to why their views changed or did not change. Students may share their responses as part of a closing discussion.

Bloom’s Levels: Remember, Understand

Webb’s DOK: 1

Topic 4: Religion

Engaging Experience 1

Title: A Religious Experience

Suggested Length of Time: 1 Week

Standards Addressed

Priority:

- Place an issue in a larger context (identify systemic elements; identify stakeholders; list unintended consequences)

Supporting:

- Unpack the “causal nexus”, e.g., correlation, time order, elimination of alternative explanations
- Critically assess websites and electronic resources
- Distinguish levels of analysis
- Perform a content analysis of texts or news to identify possible sources of bias
- ISTE 3-Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

Detailed Description/Instructions: Students will do a partner research project on a minor religion practiced in the United States based on the US Census data. Possible topics are Jehovah’s Witnesses, Jesus Christ of Latter-day Saints, Pentecostal, Universal Life, Jainism, Wiccan/Pagan/Druid, Scientology, Rastafarianism, Shinto, Unitarian-Universalism, Church of God, Jedi, Kabbalah, Voodoo, Satanism, Hare Krishnas

Students will evaluate the history, practices, holidays, and influential people within their chosen religion and place them into the correct sociological context.

Bloom’s Levels: Analyze

Webb’s DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Park Hill Perceptions, Reality, and Predictions

Students will interview adults and peers from outside the PHSD about perceptions/stereotypes of what the school district demographic looks like. Students will then take the PHSD demographic report to affirm or debunk those perceptions. They will then draw conclusions about PHSD based upon the report and make predictions about the demographics of PHSD ten (10) years from present date.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Marriage and Family	Perfect Mate?	Divide class into 3 groups: one with all males, one with all females and one with both males and females. Ask each group to draft a list of ten characteristics (from most important to least important) that describes the ideal marital partner. Afterwards, have each group present its list to the class and then have the class discuss the following points: Which groups had the easiest time agreeing on the components of their list? Which group had the hardest time? Which similarities and differences can you identify in the characteristics and the rankings from group to group? Finally, which social factors and/or socializing influences might most account for these similarities and differences?	1 Day
Marriage and Family	Siblings Influence	Read “How your siblings make you who you are” by Jeffrey Kluger. As we read, we will stop periodically to discuss the social factors that indicate just how much our siblings play a role in our lives and socialization.	1 Day
Education	Tech in Schools	Students will do basic research on the type of technology utilized in the American classroom (and the Park Hill classroom). We will then discuss the merits of these types of technology. The students will then go home and ask 3 adults about the technology skills that are necessary for their type of job. At the beginning of class, we will read “Steve Jobs was a Low-Tech Parent” and “A Silicon Valley School That Doesn’t Compute”. The last half of class will be Socratic style discussion on the importance of technology in the classroom in the 21st Century.	2 Days

Education	Stand & Deliver	<p>Students will view the movie “Stand and Deliver”.</p> <p>Following discussion about hidden curriculum, high expectations, etc. They will then do the following: This assignment has two parts. One is the recognition of who has played a very important role in your life and the other is to let them know about it.</p> <p>First, think back over the years you have been in school going all the way back to pre-school, if that applies.</p> <p>Which teacher has played the most important role in changing your life (hopefully for the better)? Don’t say you cannot think of anyone-I know they are there-if you choose to look. Examine what s/he did or said and explain the impact it had on your life, attitudes, beliefs, decisions, behaviors, etc. Simply put, how has your life changed as a result of this person being in your life?</p> <p>Then write about how all this happened. Describe the teacher, all the events and the changes. Include everything important. This will be at least 500 words.</p> <p>The second part of this assignment will be up to you. Once you get the papers back, I would like you to take the key ideas and write a letter to that teacher and send/give it to him or her. Too many teachers go through their careers not knowing how they may have positively affected their students.</p>	2 Days
Education	Credential Society	<p>Students will interview four professionals/upper management who are over 40 years old and are currently employed. The main part of the interview will be for the students to list all of the credentials the person has acquired in their life. Then, through the interview, ask how much of the training is significantly related to the work they are doing now. In addition, determine, approximately, how much tuition cost for these credentials. Once the information/data is collected and analyzed the students will answer how functional credentials are for getting the most qualified person to take the most important jobs in society. In addition, from a conflict perspective answer who benefits from and profits by “credentializing” society?</p>	5 Days

Education	Stand & Deliver	<p>Students will view the film, Stand and Deliver, (select parts as teacher sees appropriate) and answer questions (as crafted by teacher) that connect film’s portrayal of education to prior knowledge:</p> <ol style="list-style-type: none"> 1. What are some of the challenges facing public education in the US? 2. What are some of the challenges facing ethnic subgroups in US public education? 3. How does Mr. Escalante address some of the challenges posed by the group of students he is teaching? 4. How does the challenge of being the kind of teacher Mr. Escalante is affect him in his personal life? <p>Students will then get into groups of 3-4 and create a list of key terms from the chapter on education that were demonstrated in the film (7-10) and choose three from the list and provide a detailed description of how that term was demonstrated in the film. Finally, the group will compare the way US education was portrayed in the film to the way their school operates and find three similarities as well as three differences and provide an explanation for the comparisons. Each group will then share a portion of their work with the class.</p>	1-2 Days
Health and Medicine	Euthanasia	<p>Students, prior to class, will formulate their positions on the issue of euthanasia/medically assisted suicide. They must include their rationale for their position and be prepared to defend it in a class debate/discussion.</p> <p>Students will then watch, “The Suicide Tourist,” a Frontline documentary that covers a couple’s visit to Switzerland to effectively end the husband’s life who is suffering from a terminal medical condition. After viewing the documentary students will then write a response to the issues addressed in it and whether their views on the subject changed as a result of viewing the documentary. Students will provide an explanation as to why their views changed or did not change. Students may share their responses as part of a closing discussion.</p>	1 Day

Religion	A Religious Experience	<p>Students will do a partner research project on a minor religion practiced in the United States based on the US Census data. Possible topics are Jehovah’s Witnesses, Jesus Christ of Latter-day Saints, Pentecostal, Universal Life, Jainism, Wiccan/Pagan/Druid, Scientology, Rastafarianism, Shinto, Unitarian-Universalism, Church of God, Jedi, Kabbalah, Voodoo, Satanism, Hare Krishnas</p> <p>Students will evaluate the history, practices, holidays, and influential people within their chosen religion and place them into the correct sociological context.</p>	1 Week
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Unit 5: Social Organization

Subject: Sociology

Grade: 10-12

Name of Unit: Social Organization

Length of Unit: 2 Weeks

Overview of Unit: This unit will examine the types of societies that have existed in the past and the present as well as the specific ways in which humans organize themselves into groups within a society. In addition to an examination of how different societies and groups affect how one lives, it will also examine the theories that try to explain why individuals and groups deviate from the values and norms of their given society and society's response to such deviance.

Priority Standards for unit:

- Recognize the difference between dispositional and sociological explanations
- Show the relevance and reality of structural factors in social life
- Posit intervening factors and spurious relationships in social life

Supporting Standards for unit:

- Interpret descriptive statistics
- Unpack the “causal nexus”, e.g., correlation, time order, elimination of alternative explanations
- Critically assess websites and electronic resources
- Distinguish levels of analysis
- Perform a content analysis of texts or news to identify possible sources of bias
- Recognize the difference between empirical and normative statements
- Critique the media
- Take the role of the other

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Difference between dispositional and sociological explanations	Recognize	Remember	1
Relevance and reality of structural factors in social life	Show	Understand	2
Intervening factors and spurious relationships in social life	Posit	Evaluate	3

Essential Questions:

1. How do sociologists distinguish between dispositional and sociological explanations of behavior?
2. Why are humans innately drawn to form social groupings at various levels (i.e., societies, nations, states, groups), and how do these groupings influence the individual?
3. Why do individuals demonstrate deviance?
4. How is deviance explained through different sociological theories?

Enduring Understanding/Big Ideas:

1. Dispositional explanations of behavior are primarily based upon individual, psychological explanations, whereas, sociological explanations are primarily based upon the influence of socialization of groups on the explanations of behavior.
2. Sociologists explain the human need for group formation as a result of an inherited need for survival of the species, while the selected groupings help to socialize the individual.
3. The various groups an individual identifies with determine the norms and values set for what is considered deviant behavior.
4. Sociologists attempt to explain individual deviation as result of Control theory, Strain theory, Labeling theory or some combination of the three in addition to deviance being a function of society and/or a result of conflict between groups within societies.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">• Alienation• Bureaucracy• Capital Punishment• Capitalism• Corporate Crime• Criminal Justice System• Hate-Crime• Laissez-Faire• Police Discretion• Recidivism• Sanctions• Self-Fulfilling Prophecy• Stigma• Street Crime• White-Collar Crime	<ul style="list-style-type: none">• Agricultural Society• Biotech Society• Clique• Coalition• Control Theory• Degradation Ceremony• Deviance• Differential Association• Genetic Predispositions• Group (Out-Group, Primary, Secondary, Reference)• Groupthink• Horticultural Society• Hunting And Gathering Society• Illegitimate Opportunity Structures• Industrial Society• Institutionalized Means

	<ul style="list-style-type: none">• Iron Triangle Of Oligarchy• Labeling Theory• Marginal Working Class• Medicalization Of Deviance• Networking• Neutralization• Pastoral Society• Personality Disorders• Peter Principle• Postindustrial Society• Rationalization Of Society• Social Control• Social Network• Social Order• Strain Theory
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Resources for Vocabulary Development: Henslin, J. M. (2007). *Study Guide for Sociology-A Down-To-Earth Approach*. Boston, MA: Pearson Education, Inc.

Topic 1: Societies

Engaging Experience 1

Title: Historical societies

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- Show the relevance and reality of structural factors in social life

Supporting:

- Take the role of the other

Detailed Description/Instructions: Students will choose two of the historical societies that have existed and the potential next type of society (i.e. Biotech) and provide a description of the two societies (e.g. its characteristics, etc.). Secondly, the student will provide an analysis of how a human would be shaped by living in that particular society (e.g. what kind of work available, clothes, social locations possible, technology, etc.). Lastly, the student will make a couple of comparisons between the lives of the people living in the two different societies. The focus must be on significant differences and/or similarities.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 2: Groups

Engaging Experience 1

Title: Group observations

Suggested Length of Time: 1 -2 Days

Standards Addressed

Priority:

- Show the relevance and reality of structural factors in social life
- Posit intervening factors and spurious relationships in social life

Detailed Description/Instructions:

This activity can be done outside class time while other lessons and activities are occurring. This would be a good discussion to bring up while reviewing for the test.

Students will make observations of small group interaction throughout their natural day (cafeteria at lunch time, sports groups they belong to, workplace, etc.) and detail within their report the following:

- the ways in which people group themselves,
- size of the groups,
- identify the leaders and leadership styles demonstrated,
- examples of group dynamics (how members within the group act toward each other and the affect the group has on members),
- Any examples of conformity as a result of belonging to the group

Bloom's Levels: Understand, Evaluate

Webb's DOK: 2, 3

Topic 3: Deviance

Engaging Experience 1

Title: New Asylums

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Recognize the difference between dispositional and sociological explanations
- Show the relevance and reality of structural factors in social life

Supporting:

- ISTE 2-Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

Detailed Description/Instructions: Students will watch selected segments of the Frontline documentary (teacher can select the appropriate critical scenes for their lesson/class) and answer the following questions:

- What specific deviant behaviors are portrayed in the documentary?
- Are the behaviors and characters portrayed sympathetically or unsympathetically? How and why?
- What ultimately happens to the character(s)?
- How representative or not is this particular documentary piece of the way US society views deviance?

Students will create small groups (3-4 students per) and discuss their responses and then discuss how our United States society should address, if at all, these deviant behaviors and make at least one suggestion as to how such behaviors should be addressed. Each member records the group's responses as part of their own response paper.

*** Teacher may choose a film that portrays deviance and deviant characters as they see as appropriate instead of New Asylums.

Bloom's Levels: Remember, Understand

Webb's DOK: 1, 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Using your school as your society-identify what type of society it is and provide a rationale behind their selection. Students will identify the top 5 “power” groups in the society and what power they hold. Students will also identify a deviant behavior within the society and explain it through the control, strain, and labeling theories.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Societies	Historical societies	<p>Students will choose two of the historical societies that have existed and the potential next type of society (i.e. Biotech) and provide a description of the two societies (e.g. its characteristics, etc.). Secondly, the student will provide an analysis of how a human would be shaped by living in that particular society (e.g. what kind of work available, clothes, social locations possible, technology, etc.). Lastly, the student will make a couple of comparisons between the lives of the people living in the two different societies. The focus must be on significant differences and/or similarities.</p>	45 Minutes
Groups	Group observations	<p><i>This activity can be done outside class time while other lessons and activities are occurring. This would be a good discussion to bring up while reviewing for the test.</i></p> <p>Students will make observations of small group interaction throughout their natural day (cafeteria at lunch time, sports groups they belong to, workplace, etc.) and detail within their report the following:</p> <ul style="list-style-type: none"> ● the ways in which people group themselves, ● size of the groups, ● identify the leaders and leadership styles demonstrated, ● examples of group dynamics (how members within the group act toward each other and the affect the group has on members), ● Any examples of conformity as a result of belonging to the group 	1-2 Days

Deviance	New Asylums	<p>Students will watch selected segments of the Frontline documentary (teacher can select the appropriate critical scenes for their lesson/class) and answer the following questions:</p> <ul style="list-style-type: none"> ● What specific deviant behaviors are portrayed in the documentary? ● Are the behaviors and characters portrayed sympathetically or unsympathetically? How and why? ● What ultimately happens to the character(s)? ● How representative or not is this particular documentary piece of the way US society views deviance? <p>Students will create small groups (3-4 students per) and discuss their responses and then discuss how our United States society should address, if at all, these deviant behaviors and make at least one suggestion as to how such behaviors should be addressed. Each member records the group's responses as part of their own response paper.</p> <p>*** Teacher may choose a film that portrays deviance and deviant characters as they see as appropriate instead of New Asylums.</p>	1 Day
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Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.