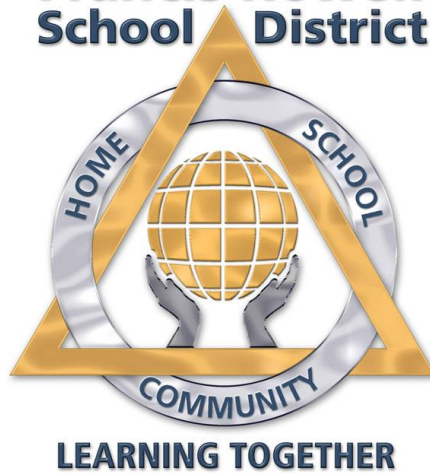


# Introduction to Sociology Curriculum

**Francis Howell  
School District**



**Board Approved: February 16, 2017**

# Francis Howell School District

## Mission Statement

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

## Vision Statement

Every student will graduate with college and career readiness skills.

## Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

## Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

# Course Rationale

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

# Course Description

Sociology is the study of group dynamics. The student will explore subjects such as socialization, culture and group interaction, social structure, communal change and societal problems. Students will learn basic skills in sociological research, be able to define key sociology terms, and will be encouraged to relate sociological concepts to their own lives. Finally, students will identify the contributions sociology has made to improve the human condition. Students will continue to develop skills in organizing materials, note-taking, communicating, research, and critical thinking.

## SOCIOLOGY Curriculum Team

### Curriculum Committee

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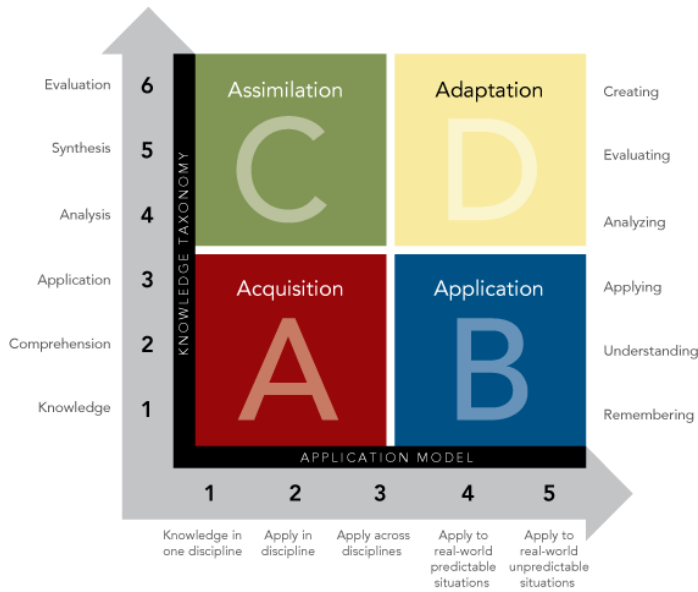
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# Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the Rigor and Relevance Framework and 21st Century Skills. Information on these two things is provided below or by clicking on the hyperlinks.

## ***Rigor and Relevance Framework***

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

## **21st Century Skills**

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

## **Standards**

Standards aligned to this course can be found:

### **National Standards for High School Sociology American Sociological Association**

[http://www.asanet.org/ASA%20HS%20Standards%20\(Final\).pdf](http://www.asanet.org/ASA%20HS%20Standards%20(Final).pdf)

### **Missouri Learning Standards for Literacy**

<http://www.corestandards.org/ELA-Literacy/>

### **National Educational Technology Standards**

<http://www.iste.org/STANDARDS>

## Sociology Course Map

	Unit Description	Unit Timeline	PE Summary	PE Standards
<p><b>Unit 1</b> The Sociological Perspective and Methods of Inquiry</p>	<p>This unit introduces students to the study of sociology and the sociological perspective. Sociology’s core theoretical and methodological content distinguishes it from other social sciences. By examining social constructions of reality and the impact of social context on human behavior, students begin to develop a sociological perspective, or sociological imagination. Students will become familiar with the major theoretical perspectives—functionalism, conflict theory, and symbolic interactionism—and learn to apply them in order to better understand social behavior and its consequences. Students will learn about methods of sociological research and advance their analytic skills by recognizing strengths and weaknesses of each theoretical and methodological approach.</p>	2 Weeks	<p>Students will be able to design an effective survey tool. First, students create questions they could use pertaining to a major issue in their community. Students will share their survey via Google Forms (or other online survey engine) and critique two classmates’ survey via an online discussion board such as Google Classroom, Schoology, etc. Lastly, students will distribute their survey and reflect on the results as well as the questions themselves as a way to gather the intended information.</p>	<p>1.1 <b>1.3</b></p> <p>WHST.11-12.5</p> <p>ISTE 2</p>
<p><b>Unit 2</b> Social Structure: Culture, Institutions, and Society</p>	<p>This unit introduces students to the core concepts that sociologists use to explain human social behavior, including how sociologists use culture and social structure to view the social world. Students will learn how to deconstruct and evaluate culture and social structure through social institutions, individual roles and statuses, and the process of change, considering multiple levels of analysis—global, societal, local and individual. Students will also examine both culture and structure as human creations that carry on from generation to generation.</p>	5 Weeks	<p>Each student identifies five major roles she/he serves in society. Students will create a project and either write an essay, submit a storyboard, or write a script that explains how roles impact one’s behavior and attitudes.</p>	<p><b>2.2</b></p> <p>RH.11-12.4 WHST.11-12.2</p> <p>ISTE 1 ISTE 2</p>

<p><b>Unit 3</b> Social Relationships: Self, Groups, and Socialization</p>	<p>This unit addresses students' needs to understand their social contexts in order to understand themselves. The processes of socialization and the social construction of self both begin before birth and continue throughout life. Students will examine how groups socialize the individuals within them. They will understand that not only does society influence groups and individuals, but also that groups and individuals influence society in a reciprocal fashion. When students understand the external forces that shape their life chances, they are better able to be critical thinkers and problem solvers and take effective and informed action as individuals.</p>	<p>5 Weeks</p>	<p>Students will be able to identify their own bias towards favoring one group over another. Students will determine who they must leave behind and then write argumentatively and articulate their reasoning on why they decided to leave some passengers behind.</p>	<p>3.1 3.2 3.3 <b>WHST.11-12.1</b></p>
<p><b>Unit 4</b> Stratification and Inequality</p>	<p>This unit encourages students to evaluate systems of stratification and how socialization and group memberships affect individuals' social status. They will learn about factors that produce opportunities and advantages for some and disadvantages for others. With this understanding, students can analyze and consider potential responses to social issues on individual, local, societal and global scales.</p>	<p>5 Weeks</p>	<p>Students will write an essay about a current social issue of their choosing (with teacher approval). Possible issues might include gender inequality, socioeconomic issues, educational policies, or other political issues or policies.</p>	<p>4.1 4.2 RH.11-12.4 <b>WHST.11-12.1</b> WHST.11-12.4 ISTE 3</p>

# Unit 1: The Sociological Perspective and Methods of Inquiry

<b>Content Area:</b> Social Studies	<b>Course:</b> Sociology	<b>UNIT 1:</b> The Sociological Perspective and Methods of Inquiry
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<b>Unit Description:</b> This unit introduces students to the study of sociology and the sociological perspective. Sociology's core theoretical and methodological content distinguishes it from other social sciences. By examining social constructions of reality and the impact of social context on human behavior, students begin to develop a sociological perspective, or sociological imagination. Students will become familiar with the major theoretical perspectives—functionalism, conflict theory, and symbolic interactionism—and learn to apply them in order to better understand social behavior and its consequences. Students will learn about methods of sociological research and advance their analytic skills by recognizing strengths and weaknesses of each theoretical and methodological approach.	<b>Unit Timeline:</b> 2 weeks
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DESIRED Results
<b>Transfer Goal - Students will be able to independently use their learning to...</b> develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

## **Understandings – Students will understand that... (Big Ideas)**

1. Sociology is the study of the development, structure, and functioning of human society.
2. Scientific and sociological research methods can be utilized to evaluate society and culture.
3. People gain insight into human nature by analyzing culture and society.
4. It is important to develop a sociological imagination in order to understand the impact on human behavior.

<b>Essential Questions: Students will keep considering...</b> <ul style="list-style-type: none"><li>● What is the Sociological approach? What is Sociology?</li><li>● What is sociology, and how does having a sociological imagination help us to understand society and ourselves?</li><li>● What is sociology's place in the social sciences?</li><li>● How did early sociologists view society?</li></ul>
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Students will know.....	Standard	Students Will Be Able to.....	Standard
The early founders of sociology are Comte, Durkheim, Spencer, Marx, and Weber.	1.4	<b><u>National Standards for High School Sociology</u></b> Identify sociology as a science field of inquiry.	1.1
The theoretical schools of sociology are functionalist, conflict, and interaction.	1.4	Compare and contrast the sociological perspective and how it differs from other social sciences.	1.2
The sociological imagination is the ability to see the connection between the social world and their personal lives.	1.2	<b>Evaluate the strengths and weaknesses of the major methods of sociological research.</b>	1.3
There are many similarities and differences between the social sciences.	1.2	Identify, differentiate among, and apply the variety of sociological theories.	1.4
The differences between the major methods of sociological research.	1.3	<b><u>Missouri Learning Literacy Standards</u></b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical process.	WHST.11-12.2
The research process in sociology.	1.1	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	WHST.11-12.5
		<b><u>ISTE Standards</u></b> <b>Communication and Collaboration:</b> 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

**Unit 1: Assessment**

**EVIDENCE of LEARNING**

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment: Community Survey</u>	<u>R/R Quadrant</u> <u>21 Century</u>
2, 3, 4	<p>1.1 1.3</p> <p>WHST.11-12.5</p> <p>ISTE 2</p>	<p><b>Objective:</b> Students will recognize sociology as a science field of inquiry and understand how a survey can aid in that research. Students will be able to evaluate strengths and weaknesses of survey questions.</p> <ol style="list-style-type: none"> <li>1. Have students read the section in the textbook under research methods on survey research, paying close attention to how to construct good survey question, including open-ended and closed-ended, and how to avoid word choice pitfalls. (Current textbook: page S19-21-"Survey Method")</li> <li>2. In small groups, brainstorm issues that are of concern to people in their local communities. Identify between 5-10 issues that are the most relevant to today's society. Student groups can choose their survey topic with teacher approval.</li> <li>3. Each student should choose one such issue and then describe the issue and construct a five to seven question online survey designed to find out how people in the community feel about the issue. Students will evaluate the strengths and weaknesses of each other's survey questions.</li> <li>4. Share your survey via Google Forms (or other online survey engine). Each students should critique two classmates' survey via an online discussion board such as Google Classroom, Schoology, etc. Which questions are well constructed and why? Which questions need editing and why? How would you rewrite these questions?</li> <li>5. Students will give at least twenty people their self-generated survey and reflect on the results as well as the questions themselves as a way to gather the intended information.</li> </ol> <p><b>Teacher will assess:</b> Mastery based on the degree to which students make an effort to incorporate good survey writing rules in their questions and whether their responses to their classmates' surveys are well thought out and take these rules into consideration.</p> <p><b>Performance:</b></p> <p style="text-align: center;"><b>Scoring Guide:</b> Unit 1 Performance Assessment Rubric</p>	<p><b>D</b></p> <p>Critical Thinking</p> <p>Communication</p> <p>Collaboration</p>

**Unit 1: Sample Activities**

**SAMPLE LEARNING PLAN**

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u>
1	1.2 1.4  WHST.11-12.2	<p><b>1. Theoretical Perspectives-Examining Social Life with a Graphic Organizer</b> Students will create a Comparison Matrix in order to compare and contrast the three Theoretical Perspectives. Students can complete this in cooperative groups using strategies such as AllWrite Consensus or Simultaneous RoundTable.</p> <p>Using the Comparison Matrix, students will then individually write an essay in which they first identify the commonalities between the theoretical perspectives and then draw conclusions about what the commonalities mean.</p> <p><b>Objective:</b> Students will explain how the three main theoretical perspectives in sociology differ in their focus.</p>	<p>Cooperative learning</p> <p>Questions, cues, and advance organizers</p> <p>Identifying similarities and differences</p>	C  Collaboration
2, 3	1.1 <b>1.3</b>	<p><b>2. Writing Effective Survey Questions</b> Survey research is obtained through the use of questionnaires and interviews containing close-ended questions and /or open-ended questions. Search the Gallup Organization (<a href="#">Gallup Polls</a> ) and review a current survey. Use a T-chart to list the advantages and disadvantages of close-ended and open-ended survey research. Students will give examples of when it would be best to use each type of survey method.</p> <p><b>Objective:</b> Students will learn basic social scientific methods and the various approaches to research social questions.</p> <p>Appendix: <a href="#">Types of Sociological Research T-Chart</a></p>	<p>Summarizing and note taking</p> <p>Nonlinguistic representation</p>	B  Critical Thinking  Communication

2,3	1.1 1.3	<p><b>3. Types of Sociological Research</b>  Students will determine a sociological topic for research. Students will become an expert in one of the different <a href="#">methods of sociological research</a>: surveys, interviews, observations, case studies, experiments, and then work in a Jigsaw group to teach all the methods. Then, students begin applying those to their research topic by answering questions like:  -which methods of research should be used and why?  -which methods of research should not be used and why?  -what would be the best method to research this topic and why?</p> <p><b>Objective:</b> Students will evaluate the strengths and weaknesses of sociological research.</p>	Cooperative learning	C Communication
2, 3, 4	1.1 1.2 1.3	<p><b>4. People Watching</b>  This activity is designed to have students look at their social environment through the lens of a sociologist.</p> <ol style="list-style-type: none"> <li>1. Students read C. Wright Mills' Sociological Imagination (a copy of the article is available on the internet at <a href="#">Sociological Imagination Article</a>)</li> <li>2. Students are asked to choose a venue such as school event, mall, park, etc. to spend an afternoon people watching. They are given a week to complete their observations. Tell them to take notes about clothing, age, race, gender, as well as the way people interact with one another.</li> <li>3. Students are asked to make connections between individual appearances and larger societal factors such as social class, political opinion, education, and lifestyles.</li> </ol> <p>At the end of the week students share and discuss their observations with the class. Have students prepare responses to the following questions:</p> <ul style="list-style-type: none"> <li>• What differences might you observe in how people present themselves?</li> <li>• What factors might shape how they dress and talk, whether they are alone or in a group, and how much they buy?</li> <li>• How might C. Wright Mills have explained such differences?</li> </ul> <p>Reflection: This activity is assessed on the basis of the ability of the student to make the connections between the individual and the society and the ability to</p>	Summarizing and notetaking  Identifying similarities and differences  Nonlinguistic representation	B  Critical Thinking Communication

		answer the bulleted, specific questions based on their observations.		
		<b>Objective:</b> Students will be able to apply sociological concepts to observed behavior.		

### Unit 1: Resources

UNIT RESOURCES	
<p><b><u>Teacher Resources:</u></b></p> <ul style="list-style-type: none"> <li>● Holt Sociology The Study of Human Relationships-Chapter 1</li> <li>● <a href="https://quizlet.com/subject/sociology-holt/">https://quizlet.com/subject/sociology-holt/</a></li> <li>● <a href="http://www.cnn.com/studentnews/">http://www.cnn.com/studentnews/</a></li> <li>● <a href="http://www.asanet.org/">http://www.asanet.org/</a></li> <li>● <a href="http://www.sociosite.net/">http://www.sociosite.net/</a></li> <li>● <a href="https://www.youtube.com/watch?v=gWD6g9CV_sc">https://www.youtube.com/watch?v=gWD6g9CV_sc</a> (Ted Talk: The Wisdom of Sociology)</li> <li>● <a href="https://www.youtube.com/watch?v=sa1iS1MqUy4&amp;list=PLP8Ma8K8YxnwiAYGiCMba5yu8swa6a7-V">https://www.youtube.com/watch?v=sa1iS1MqUy4&amp;list=PLP8Ma8K8YxnwiAYGiCMba5yu8swa6a7-V</a> (Ted Talks for Sociology)</li> <li>● <a href="http://www.socialstudies.org/">http://www.socialstudies.org/</a></li> <li>● The Way We Live (DVD on Sociological Concepts)</li> <li>● <a href="http://stosselintheclassroom.org/videos/sociology/">http://stosselintheclassroom.org/videos/sociology/</a></li> </ul>	
<p><b><u>Student Resources:</u></b></p> <ul style="list-style-type: none"> <li>● Holt Sociology The Study Of Human Relationships-Chapter 1</li> <li>● <a href="https://quizlet.com/subject/sociology-holt/">https://quizlet.com/subject/sociology-holt/</a></li> <li>● <a href="http://www.cnnfyi.com">http://www.cnnfyi.com</a></li> <li>● <a href="http://www.asanet.org/">http://www.asanet.org/</a></li> <li>● <a href="http://www.cnn.com/studentnews/">cnn student news</a></li> <li>● <a href="http://www.sociosite.net/">sociology</a></li> </ul>	
<p><b><u>Vocabulary:</u></b></p> <p><b>Sociology:</b> Social Science that studies human society and social behavior.</p> <p><b>Social science:</b> Related disciplines that study various aspects of human society.</p> <p><b>Sociological imagination:</b> Ability to see the connection between the larger world and our personal lives.</p> <p><b>Social phenomenon:</b> An observable fact or event that involves the human society</p> <p><b>Society:</b> Group of mutually interdependent people who have organized in a way as to share a common culture</p> <p><b>Scientific method:</b> objective, logical, and systematic way of collecting empirical data and arriving at conclusions</p> <p><b>Perspective:</b> the state of one's ideas, the facts known to one, etc., in having a meaningful interrelationship</p>	

**Functionalist perspective:** theoretical perspective that views society as a set of interrelated parts that work together to produce a stable social system.

**Conflict perspective:** theoretical perspective that focuses on those forces in society that promote competition and change.

Interaction perspective:

## Unit 2: Social Structure: Culture, Institutions, and Society

<b>Content Area: Social Studies</b>	<b>Course: Sociology</b>	UNIT 2: Social Structure: Culture, Institutions, and Society
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<b>Unit Description:</b> This unit introduces students to the core concepts that sociologists use to explain human social behavior, including how sociologists use culture and social structure to view the social world. Students will learn how to deconstruct and evaluate culture and social structure through social institutions, individual roles and statuses, and the process of change, considering multiple levels of analysis—global, societal, local and individual. Students will also examine both culture and structure as human creations that carry on from generation to generation.	<b>Unit Timeline:</b> 5 weeks
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### DESIRED Results

#### **Transfer Goal - *Students will be able to independently use their learning to.....***

develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

#### **Understandings – *Students will understand that... (Big Ideas)***

1. Elements of culture vary according to the societal norms.
2. Society is built upon the foundation of groups and organizations which function interdependently.
3. Cultural elements have an influence on human relationships and interactions.
4. Socialization is a lifelong process.

#### **Understandings – *Students will understand that... (Big Ideas)***

5. Elements of culture vary according to the societal norms.
  6. Society is built upon the foundation of groups and organizations which function interdependently.
  7. Cultural elements have an influence on human relationships and interactions.
  8. Socialization is a lifelong process
- How is society divided into groups, and how do these groups work together for a more stable society?

Students will know.....	Standard	Students Will Be Able to.....	Standard
Material culture and nonmaterial culture are different and influences how we are affected by society.	2.1	<b><u>National Standards for High School Sociology</u></b> Describe the components of culture.	2.1
There are five components of culture: technology, symbols, language, values and norms.	2.1	<b>Analyze how culture influences individuals, including themselves.</b>	<b>2.2</b>
Cultural Universals are general traits that are common to all cultures.	2.1	Evaluate important social institutions and how they respond to social needs.	2.3
Variations within society can lead to deviant subcultures and the creation of countercultures.	2.2 2.4	Assess how social institutions and cultures change and evolve.	2.4
A social institution is a complex integrated set of social norms organized around the basics of societal values. Important social institutions include family, education, religion, economy, and government.	2.3	<b><u>Missouri Learning Literacy Standards</u></b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text	RH.11-12.4
There are several characteristics and functions of the main types of groups.	2.3	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical process.	WHST.11-12.2
Deviance impacts group behavior and society.	2.2	<b><u>ISTE Standards</u></b> <b>Creativity and Innovation:</b> Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	ISTE 1
There are six sources of social change.	2.4	<b>Communication and Collaboration:</b> 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



**Unit 2: Assessment**

**EVIDENCE of LEARNING**

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment: My Roles</u>	<u>R/R Quadrant 21 Century</u>
<p>1, 2, 3, 4</p>	<p><b>2.2</b> <b>2.3</b></p> <p>RH.11-12.4 WHST.11-12.2</p> <p>ISTE 1 ISTE 2</p>	<p><b>Description of Assessment Performance Task:</b></p> <p>Each student identifies five major roles she/he serves (student, sibling, team member, employee, friend, babysitter, etc.) Create a brochure, scrapbook, and/or multi-media project (possible software: Google Slides, VoiceThread, Google Drawings, Adobe Spark) meeting the following criteria:</p> <ol style="list-style-type: none"> <li>1. Indicate typical dress/appearance for each role and when and where role is most typically served.</li> <li>2. Briefly explain with examples patterns of statuses (such as achieved, ascribed and master), behavior, language, and relationships(including types of roles such as reciprocal, expectations, performance, strain and conflict) .</li> <li>3. Briefly explain goals of each group and any conflict in goals.</li> <li>4. Students will complete the performance event by writing an essay, submitting a storyboard, or writing a script explaining how being aware of roles has impacted her/him.</li> </ol> <p>*Extension: Using ePals, Google+ Communities, Twitter or other online community, teachers will partner with another class/group with which students can share their performance event in order to receive feedback and an understanding on social norms. This activity can be a very personal project for some students. Some students may only want to share their project with the teacher; however, they may be open to sharing with others they don't personally know.</p> <p><b>Teacher will assess:</b></p> <ul style="list-style-type: none"> <li>● Students' ability to reflect on their roles in society.</li> <li>● Students' ability evaluate important social institutions (roles) and how they respond to social needs.</li> </ul> <p><b>Performance:</b> Scoring Guide: <b>Unit 2 Performance Event Rubric</b></p>	<p>D</p> <p>Critical Thinking</p> <p>Communication</p>

## Unit 2: Sample Activities

### SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u>
1, 3, 4	2.1 WHST.11-12.2	<p><b>1. Going Against the Social Norm</b> In partners, choose one of three social norms provided by the teacher to go against. This will be tested out around students in the school (during lunch, after school activities, passing periods). Before performing, partners should predict how others will react as well as how it will make them feel or respond. The objective of the research is to determine the extent to which norms influence behavior. Thus, you will want to pay particular attention to the reactions of both <i>YOURSELF and OTHERS who are a part of the situation</i>. After, partners will reflect on the experiences and add to their write-up by summarizing the encounters and reflecting on actual reactions and feelings. Reflections will conclude with how the social norm came to be as well as how difficult it would be for one to change it.</p> <p><b>Objective:</b> Students will understand what social norms are &amp; how they affect us.</p> <p>Appendix Documents: <a href="#">Lesson Plan Overview for Teacher</a> ,<a href="#">Guidelines for Writing Folkway Report</a>, <a href="#">Sample Report Sheet for Students</a></p>	<p>Generating and testing hypotheses</p> <p>Setting objectives and providing feedback</p>	<p>B</p> <p>Critical Thinking</p> <p>Communication</p> <p>Creativity</p>
1, 2	2.4	<p><b>2. Subculture vs. Counterculture</b> The class will brainstorm a list of various groups within their school by crowdsourcing on a Google Doc. The students will break into small groups, make a copy of the Google Doc, and decide whether the groups on the list are part of a subculture or a counterculture by using criteria established in Chapter 2 of the textbook. It is recommended to have groups use Rally Table or All Write Round Robin to ensure individual accountability. Students must also defend their choices.</p> <p><b>Objective:</b> Students will identify factors that cause variations among and within society.</p> <p>Appendix Documents: <a href="#">Subculture vs Counterculture Student Handout</a></p>	<p>Identifying similarities and differences</p> <p>Generating and testing hypotheses</p>	<p>A</p> <p>Critical Thinking</p> <p>Communication</p> <p>Collaboration</p>

1,3	2.2	<p><b>3. Cultural Relativism</b></p> <ol style="list-style-type: none"> <li>Students will read “Body Ritual Among the Nacirema”, in small groups or partners by using processing structures Say Something or Focused Reading. (page 28 in current textbook)</li> <li>Nacirema is American backwards. It is written by an anthropologist as if he were an outsider looking at American culture from an ethnocentric point of view, the same way that many Americans might look at other cultures.</li> <li>Ask any students who have heard about or read the article before to keep quiet.</li> <li>Once the reading is finished, ask the students to comment on Today’s Meet, Schoology discussion board, or a Padlet wall. Tell students to feel free to comment on what parts of this culture they think are strange, unusual, and disturbing.</li> <li>Reveal to students that Nacirema is American backwards and the article talks about the American culture and its economic, religious, family, educational, and governmental institutions. Go back to passages in the article and ask students to identify what was being described.</li> <li>Ask students to choose one social institution and research and trace how that institution has evolved in the past 50 years.</li> <li>Students will then find an American cultural practice such as Halloween, Super Bowl etc. and create a written response from an outsider’s perspective. Written response options could include Top 10 List, recipe, postcard, series of text messages back home, Facebook posts, etc.) <ul style="list-style-type: none"> <li>-Connect with students outside the US (via ePals, Twitter, Google +, or other online community) to gain an understanding of their perceptions.</li> </ul> </li> </ol> <p>Reflection: This is an exercise on self-identification of ethnocentrism and gives students some practice in applying cultural relativism. Students will be assessed on how well they can describe an American activity from an outsider’s point of view and on whether they can articulate how ethnocentrism and cultural relativism apply to the author’s point of view as well as their own.</p> <p><b>Objective:</b> Students will be able to recognize examples of cultural relativism.</p>	<p>Identifying similarities and differences</p> <p>Questions, cues, and advanced organizers</p>	<p>B</p> <p>Critical thinking</p> <p>Communication</p>
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## Unit 2: Resources

### UNIT RESOURCES

#### **Teacher Resources:**

- *Holt Sociology The Study of Human Relationships-Chapters 2, 3, and 4*
- *Standard Deviants Sociology - DVD*
- <https://quizlet.com/subject/sociology-holt/>
- <http://www.cnn.com/studentnews/>
- <http://www.asanet.org/>
- <http://www.sociosite.net/>
- [https://www.youtube.com/watch?v=gWD6g9CV\\_sc](https://www.youtube.com/watch?v=gWD6g9CV_sc) (*Ted Talk: The Wisdom of Sociology*)
- <https://www.youtube.com/watch?v=sa1iS1MqUy4&list=PLP8Ma8K8YxnwiAYGiCMba5yu8swa6a7-V> (*Ted Talks for Sociology*)
- <http://www.socialstudies.org/>
- *The Way We Live (DVD on Sociological Concepts)*
- <http://stosselintheclassroom.org/videos/sociology/>

#### **Student Resources:**

- *Holt Sociology The Study Of Human Relationships-Chapters 2, 3, and 4*
- <https://quizlet.com/subject/sociology-holt/>
- <http://www.cnn.com/studentnews/>
- <http://www.asanet.org/>
- <http://www.sociosite.net/>

**Vocabulary:**

**Symbol:** anything that stands for something else and has a shared meaning attached to it.

**Values:** shared beliefs about what is good or bad, right or wrong, desirable or undesirable.

**Norms:** shared rules of conduct that tell people how to act in specific situations.

**Cultural relativism:** belief that cultures should be judged by their own standards.

**Cultural universals:** common features that are found in all human cultures.

**Subculture:** group with its own unique values, norms, and behaviors that exists within a larger culture.

**Ethnocentrism:** tendency to view one's own culture and group as superior to all other cultures and groups.

**Sanctions:** rewards or punishments used to enforce conformity to norms.

**Internalization:** process by which a norm becomes a part of an individual's personality, thereby conditioning the individual to conform to society's expectations.

**Ideology:** system of beliefs or ideas that justifies some social, moral, religious, political, or economic interests held by a social group or by society.

**Social control:** enforcing of norms through either internalization or sanctions

**Vested interest:** One source of resistance to social change.

**Social movement:** long-term conscious effort to promote or prevent social change.

**Society:** group of mutually interdependent people who have organized in such a way as to share a common culture and have a feeling of unity.

**Counter culture:** group that rejects the values, norms, and practices of the larger society and replaces them with a new set of cultural patterns.

**Status:** socially defined position in a group or in a society.

**Roles:** behaviors-the rights and obligations-expected of someone occupying a particular status.

**Social institutions:** system of statuses, roles, values, and norms that is organized to satisfy one or more of the basic needs of society.

## Unit 3: Social Relationships: Self, Groups, and Socialization

<b>Content Area: Social Studies</b>	<b>Course: Sociology</b>	<b>UNIT 3: Social Relationships: Self, Groups, and Socialization</b>
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<b>Unit Description:</b> This unit addresses students' needs to understand their social contexts in order to understand themselves. The processes of socialization and the social construction of self both begin before birth and continue throughout life. Students will examine how groups socialize the individuals within them. They will understand that not only does society influence groups and individuals, but also that groups and individuals influence society in a reciprocal fashion. When students understand the external forces that shape their life chances, they are better able to be critical thinkers and problem solvers and take effective and informed action as individuals.	<b>Unit Timeline:</b> 5 weeks
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DESIRED Results
<b>Transfer Goal - <i>Students will be able to independently use their learning to.....</i></b> develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

### **Understandings – Students will understand that... (Big Ideas)**

1. Conflicting forces lead to conformity and deviance.
2. Society is built upon the foundation of groups and organizations which function interdependently.

<b>Essential Questions: <i>Students will keep considering...</i></b> <ul style="list-style-type: none"><li>● What influences do heredity and environment have in the development of personality?</li><li>● How do agents of socialization influence personality development?</li><li>● How does society define deviance?</li></ul>
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Students will know.....	Standard	Students Will Be Able to.....	Standard
Humans become functioning members of society through socialization.	3.1	<b>National Standards for High School Sociology</b> Describe the process of socialization across the life course.	3.1
The most important agents of socialization are: family, peers, school and mass media.	3.1	Explain the process of the social construction of the self.	3.2
Deviance is anything that solicits a strong negative feeling from society.  How deviance and conformity can bring about changes and stability in societies.	3.1	Examine the social construction of groups and their impact on the life of individuals.	3.3
Sometimes re-socialization is needed to learn new values and norms.	3.1	<b>Missouri Learning Literacy Standards</b> <b>Write arguments focused on <i>discipline-specific content</i>.</b>	<b>WHST.11-12.1</b>
There are 3 theories to explain the process of socialization: Tabula Rasa, Looking Glass Self, and Role-Taking.	3.2	<b>ISTE-S</b> Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.	ISTE 5b
The most common types of groups recognized by sociologists include primary groups, secondary groups, reference groups, in-groups, and out-groups.	3.3		
In sociological terms, a group has four major features. They are that it must consist of two or more people; there must be interaction among members; members of the group must have shared expectations; and members must possess some sense of common identity.	3.3		

### Unit 3: Assessment

**EVIDENCE of LEARNING**

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment-Whom to Leave Behind</u>	<u>R/R Quadrant</u> <u>21 Century</u>		
1, 2	3.1 3.3  <b>WHST.11-12.1</b>	<p><b>Objective:</b> Students will be able to defend their own bias towards favoring one group over another.</p> <ol style="list-style-type: none"> <li>1. Have students organize into groups and solve the dilemma described in the student handout: Whom To Leave Behind Student Handout</li> <li>2. The twelve persons listed below have been selected as passengers on a spaceship for a flight to another planet because tomorrow the planet Earth is doomed for destruction.</li> <li>3. Due to changes in space limitations, it has now been determined that only eight persons may go. Any eight qualify.</li> <li>4. Their task is to select the FOUR passengers who WILL NOT GO on the flight.</li> <li>5. They must also decide the order in which the passengers should be removed from the list. Students place the number 1 by the person who should be removed first from the list of passengers; the number two by the person who should be removed second and so on.</li> <li>6. The students may choose only four. These are the four who will not make the trip. They are to be left behind.</li> <li>7. Have students deliberate on why they want to keep certain people and remove others. Original passenger list:                             <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>•An accountant</li> <li>• A black medical student</li> <li>• The accountant’s pregnant wife</li> <li>• A famous novelist</li> <li>• A liberal art coed</li> <li>• A 55 year old university administrator</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• A professional basketball player</li> <li>• A Latino clergyman</li> <li>• A female movie star</li> <li>• An armed police officer</li> <li>• An orphaned Asian 12 year old boy</li> <li>• A Native American manager</li> </ul> </td> </tr> </table> </li> </ol> <p><b>Teacher will assess:</b> Students’ ability to write argumentatively and articulate their reasoning on why they decided to leave some passengers behind.</p> <p><b>Performance:</b> Scoring Guide: Unit 3 Performance Assessment Rubric</p>	<ul style="list-style-type: none"> <li>•An accountant</li> <li>• A black medical student</li> <li>• The accountant’s pregnant wife</li> <li>• A famous novelist</li> <li>• A liberal art coed</li> <li>• A 55 year old university administrator</li> </ul>	<ul style="list-style-type: none"> <li>• A professional basketball player</li> <li>• A Latino clergyman</li> <li>• A female movie star</li> <li>• An armed police officer</li> <li>• An orphaned Asian 12 year old boy</li> <li>• A Native American manager</li> </ul>	C  Critical Thinking  Communication  Collaboration
<ul style="list-style-type: none"> <li>•An accountant</li> <li>• A black medical student</li> <li>• The accountant’s pregnant wife</li> <li>• A famous novelist</li> <li>• A liberal art coed</li> <li>• A 55 year old university administrator</li> </ul>	<ul style="list-style-type: none"> <li>• A professional basketball player</li> <li>• A Latino clergyman</li> <li>• A female movie star</li> <li>• An armed police officer</li> <li>• An orphaned Asian 12 year old boy</li> <li>• A Native American manager</li> </ul>				



**Unit 3: Sample Activities**

**SAMPLE LEARNING PLAN**

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
1, 2	3.1  <b>WHST.11-12.1</b>	<p><b>1. Nature vs. Nurture</b>            Students will conduct a brief discussion on nature vs. nurture and which one has the most influence on development in childhood. Students will work in small groups to complete a PMI (Plus, Minus, Interesting) for one of the claims. Then, students will view the wild child documentary on Youtube ( <a href="#">Wild Child Documentary</a>). If watching on a DVD, students could use Today’s Meet to discuss. Students can view the video via interactive video software such as <a href="#">Zaption</a> or <a href="#">SynapView</a> in order to dialogue and brainstorm evidence that supports both claims: Nature has the most influence on development in childhood and nurture has the most influence on development in childhood. Once all pieces of evidence are compiled, in small groups, students should evaluate each piece of evidence by ranking them in order of most effective to least effective.</p> <p>NOTE: Discovery Education also has a video called “The Mystery of Twins”, and this video could be used to support the argument that nature has the biggest impact on the development of a child.</p> <p>Students will then use Google Docs to write an essay to support their claim of nature or nurture. Students can be partnered up and divide the Google Doc into two columns using a table. Student A will individually write his/her essay on the left side while Student B individually writes on the right side. Then, both students come together to combine the best pieces of each essay and create one essay.</p> <p><b>Objective:</b> Students will understand the arguments for both sides of the nature or nurture argument.</p> <p>Appendix Documents: <a href="#">Wild Child Questions</a></p>	Summarizing and note taking  Argumentative Writing   Cooperative Learning	C  Critical Thinking  Communication

1, 2	3.3	<p><b>2. Chairs Game</b> The Chairs Game introduces Sociology as a discipline and illustrates how a Sociological Perspective can help students understand life and everyday concepts. This game is similar to Musical Chairs but the rules require students to find ways to cooperate.</p> <p><b>Objective:</b> Students will understand that there are other ways of accomplishing a goal, and not necessarily through a "dog-eat-dog" competitive drive, but rather through cooperation.</p> <p>Appendix Document: <a href="#">Chairs Game Article and Directions</a></p>	Generating and testing hypotheses	A Critical Thinking Communication Collaboration Creativity
1, 2	3.1 3.2	<p><b>3. Musical Message Project</b> How often do you listen to music? Do you pay attention to the words the artist(s) uses in his/her songs? Can the song influence you to believe in a cause? Many musicians use their songs to increase awareness of social issues that are close to their hearts. Students will have the opportunity to share a song about a social issue and explain the issue and intended societal impact.</p> <p><b>Objective:</b> Students will understand the impact of media on society.</p> <p>Appendix Documents: <a href="#">Musical Message handout</a></p>	Summarizing and note taking  Generating and testing hypotheses	C Critical Thinking Communication
2	3.3 ISTE 5b	<p><b>4. Discover Implicit Bias</b> Student will take the <a href="#">Implicit Bias</a> test to inform them of their own biases on specific topics. They will reflect on their own results. In small groups they will research agents of socialization as it relates to their own socialization. They will also research the three theories of socialization and use that information to understand how humans become functioning members of society; and thus, their lives more valued than others. Students will also research previous studies, historical events, media, literature, &amp; artwork that specifically comments on ranking life value and how others have made decisions in the past (examples may include Titanic, <i>Lord of the Flies</i>, and <a href="#">Eye in the Sky</a>). Students should post excerpts of all artifacts and summarize research findings to an online workspace (Google Doc, Schoology, Pinterest) for all classmates to view. This information can be used in performance event.</p>	Summarizing and note taking	C Critical Thinking

		<b>Objective:</b> Students will understand where societal bias and how that relates to socialization.		
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### Unit 3: Resources

#### UNIT RESOURCES

##### **Teacher Resources:**

- *Holt Sociology The Study of Human Relationships-Chapters 4, 5, and 8*
- *Standard Deviants Sociology - DVD*
- <https://quizlet.com/subject/sociology-holt/>
- <http://www.cnn.com/studentnews/>
- <http://www.asanet.org/>
- <http://www.sociosite.net/>
- <http://www.tolerance.org/exchange/resurgence-hate>
- <http://www.census.gov/>
- <https://www.youtube.com/watch?v=oz4pNI6mHKc> and <https://www.youtube.com/watch?v=OxxI4QYH1dE> (TLC Teen Species)
- <https://www.youtube.com/watch?v=sa1iS1MqUy4&list=PLP8Ma8K8YxnwiAYGiCMba5yu8swa6a7-V> (Ted Talks for Sociology)
- <http://www.socialstudies.org/>
- *The Way We Live (DVD on Sociological Concepts)*
- <http://stosselintheclassroom.org/videos/sociology/>

##### **Student Resources:**

- *Holt Sociology The Study Of Human Relationships-Chapters 4, 5, and 8*
- <https://quizlet.com/subject/sociology-holt/>
- <http://www.cnnfyi.com>
- <http://www.asanet.org/>
- <http://www.sociosite.net/>
- <http://www.tolerance.org/exchange/resurgence-hate>
- [https://www.youtube.com/watch?v=IM-mJZZqo\\_I](https://www.youtube.com/watch?v=IM-mJZZqo_I) (The Shadow of Hate from Teaching Tolerance)
- <http://www.census.gov/>

**Vocabulary:**

**Social institution:** system of statuses, roles, values, and norms that is organized to satisfy one or more of the basic needs of society.

**Groups:** set of two or more people who interact on the basis of shared expectations and who possess some degree of common identity.

**Recidivism:** repeated criminal behavior.

**Stigma:** A mark of social disgrace that sets the deviant apart from the rest of society.

**Crime:** Any act that is labeled as such by those in authority, is prohibited by law, and is punishable by government

**Social category:** group of people who share a common trait or status.

**Social interaction:** how people relate to one another and influence each other's behavior.

**Social networks:** web of relationships that is formed by the sum total of an individual's interactions with other people.

**Formal organization:** large, complex secondary group that has been established to achieve specific goals.

**Bureaucracy:** ranked authority structure that operates according to specific rules and procedures.

**Nature:** Human behavior is instinctual- Born with it

**Nurture:** Human behavior is the result of your environment and learning

**Homogamy:** Marrying within the same social class, race, and religion

**Personality:** sum total of all characteristics of an individual

**Socialization:** interactive process through which people learn the basic skills, values, beliefs, behavior patterns of a society

**Agents of socialization:** used to describe specific individuals, groups and institutions that enable socialization to take place.

The Family, The Peer Group, The School, The Mass Media

**Resocialization:** The process of learning of new norms, values, attitudes and behaviors. Occurs in total institutions

**Deviance:** Behavior that violates significant social norms

## Unit 4: Stratification and Inequality

<b>Content Area: Social Studies</b>	<b>Course: Sociology</b>	<b>UNIT 4: Stratification and Inequality</b>
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<b>Unit Description:</b> This unit encourages students to evaluate systems of stratification and how socialization and group memberships affect individuals' social status. They will learn about factors that produce opportunities and advantages for some and disadvantages for others. With this understanding, students can analyze and consider potential responses to social issues on individual, local, societal and global scales.	<b>Unit Timeline:</b> 5 weeks
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### DESIRED Results

**Transfer Goal - *Students will be able to independently use their learning to.....***

develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

**Understandings – *Students will understand that... (Big Ideas)***

1. Stratification is the division of society into classes that have unequal amounts of wealth, power and prestige.
2. Social problems often occur when individuals or groups have limited access to resources.

**Essential Questions: *Students will keep considering...***

- What factors have led to the development of adolescence as a distinct state of life?
- What are some of the causes, consequences and solutions for adolescent social problems?
- How did social class systems develop within society?
- What inequalities are present in American society today?
- What are the sources of discrimination and prejudice?

Students will know.....	Standard	Students Will Be Able to.....	Standard
Social class is the grouping with similar levels for wealth, power and prestige.	4.1	<b>National Standards for High School Sociology</b> Identify common patterns of social inequality.	4.1
Social stratification is the division of society (social system) by categories.	4.1	Analyze the effects of social inequality on groups and individuals.	4.2
Race is a category of people who share inherited physical characteristics, and ethnicity is the set of cultural characteristics that distinguishes one group from another.	4.1	Explain the relationship between social institutions and inequality.	4.3
Prejudice and discrimination are common features of the minority-group experience.	4.2 4.4	Assess responses to social inequality.	4.4
Gender roles are specific behaviors and attitudes that a society has for men and women.	4.1	<b>Missouri Learning Literacy Standards</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.	RH.11-12. 4
Current issues/events do affect social behavior/groups.	4.3 4.4	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	RH.11-12. 7
		<b>Write arguments focused on <i>discipline-specific content</i>.</b>	<b>WHST.11-12.1</b>
		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WHST.11-12.4
		<b>ISTE Standards</b> <b>Creativity and Innovation:</b> Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	ISTE 1

		<b>Communication and Collaboration:</b> 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
		<b>Research and Information Fluency:</b> Students apply digital tools to gather, evaluate, and use information.	ISTE 3

Unit 4: Assessment

**EVIDENCE of LEARNING**

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u> <u>21 Century</u>
2	4.1 4.2  RH.11-12.4 <b>WHST.11-12.1</b> WHST.11-12.4  ISTE 3	<p><b>Description of Assessment Performance Task(s):</b> Students will write an essay about a current social issue of their choosing (with teacher approval). Possible issues might include gender inequality, socioeconomic issues, educational policies, or other political issues or policies.</p> <p>Students are to find two approved articles about the topic that are from two different viewpoints. To find these articles, students will use the Learning Commons' database "Opposing Viewpoints" (Gale database).</p> <p>Unit 4 Performance Event Student Handout</p> <p><b>Teacher will assess:</b></p> <ul style="list-style-type: none"> <li>● Valid claim is made in reference to the essay prompt.</li> <li>● Two pieces of evidence are included to support the claim.</li> <li>● Reasoning is used to tie the evidence to the claim.</li> </ul> <p><b>Performance:</b> Total points possible for the essay is 9.  <b>Mastery=7</b>  <b>Near Mastery=5</b></p> <p><b>Scoring Guide: Soc Unit 4 Performance Event Rubric</b></p>	<b>C</b>  Critical Thinking Communication

## Unit 4: Sample Activities

### SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
1, 2	4.2 RH.11-12.7  ISTE 2 ISTE 3	<p><b>1. Adolescence in Our Society</b> Students will begin by brainstorming current problems of adolescence. Then they research on the Gale database and other databases to find current statistics and information pertaining to one current problem. Students can work together in small groups. Each group creates a multimedia presentation to present their information to the whole class.</p> <p>Students can also answer questions from the worksheet “Adolescence in our Society” collaboratively on Actively Learn or a Google Doc, using different colors for each student to ensure individual accountability (document linked below). After the worksheet is completed, break the class into small groups to discuss and share answers. Teachers could utilize structures such as Talking Chips or Say Something in order to ensure all students are participating in the discussion.</p> <p>After small group discussions and/or presentations, bring the class together for a larger class discussion to share fears, problems, and issues. Students can explain the challenges of being an adolescent today and compare their challenges to adolescents of different generations.</p> <p><b>Objectives:</b> Identify the social problems facing contemporary teenagers by finding data to support position.</p> <p>Appendix: <a href="#">Adolescents in Our Society questions</a></p>	<p>Summarizing and note taking</p> <p>Generating and testing hypotheses</p> <p>Identifying similarities and differences</p> <p>Cooperative learning</p>	<p>C</p> <p>Critical Thinking</p> <p>Communication</p> <p>Collaboration</p> <p>Creativity</p>



1, 2	4.1 4.4	<p><b>2: Knowledge of the Hidden Rules of Social Class:</b> Students will complete three sets of questionnaires; each will be from the viewpoint of a different social class. After the questionnaire is completed the class will hold a Socratic Seminar on the categories of social stratification will help introduce the various social classes in our society.</p> <p><b>Objective:</b> Students will gain insight into the taken-for-granted knowledge needed to survive in various social classes.</p> <p>Appendix: <u>Questionnaire</u></p>	Identifying similarities and differences	A  Communication
1, 2	4.1 4.2 4.3 <b>WHST.11-12.1</b>	<p><b>3: Life Happens</b> Students are divided into mock families. Each family is given a profile that includes composition, salary, assets, and housing information. They are expected to come up with a monthly budget for the family. The instructor periodically distributes “life happens” cards, that include positive and negative life situations that affect a family’s budget. After the activity, students should work in partners to write an argument paragraph making a claim about social inequality and analyzing its impact on a specific group. Students should have at least two pieces of evidence from the “life happens” cards to support their claim.</p> <p><b>Objective:</b> Students will have a basic understanding of the impact of socioeconomic status on an individual’s life chances.</p> <p>Appendix: <u>Life Happens</u> activity instructions and materials Taken from: Tracy E. Ore Associate Professor of Sociology, Saint Cloud State University</p>	Setting objectives and providing feedback  Generating and testing hypotheses	B  Critical Thinking  Communication  Collaboration
1, 2	4.3 4.4	<p><b>4: Sociology: Life on the Boardwalk</b> Students will read the article “Sociology: Life on the Boardwalk” by Michael Jessup to introduce students to the subject of social inequality of the economic system in our country. The teacher could utilize reading structures such as Say Something or Focused Reading to help the students comprehend the text. The class will be divided into at least four teams and will use the board game “Monopoly” with a few changes made for this activity. See rules and procedures section of Michael Jessup’s article. At the conclusion of the game, students will complete the general level questions and class discussion would include the advanced level questions in class discussion.</p>	generating and testing hypotheses  Cooperative learning	B  Critical Thinking  Communication  Collaboration

		<p><b>Objective:</b> Students will develop an understanding of the sociological theories of social inequality and be able to explain what factors contribute to upward and downward social mobility.</p> <p>Appendix: <a href="#">Sociology Article</a></p>		
1, 2	4.1	<p><b>5 : Frontline: A Class Divided</b></p> <p>Students will view a short documentary based on the work of Jane Elliott's 1968 "Brown Eyed Blue Eyed Experiment" to teach about racism and discrimination to third grade students. While viewing, students will interact by posting and commenting on an online platform (Schoology Discussion, Padlet, or Today's Meet). After viewing the documentary, the students will be placed in small groups to answer questions on the impact of discrimination. The teacher could use Timed Pair Share or Round Robin to facilitate the discussion.</p> <p><b>Objective:</b> This activity is designed to engage students in reflection and dialogue about the historical role of racism in the United States, as well as the role of prejudice and stereotyping in students' lives today.</p> <p>Appendix: <a href="#">A Class Divided</a> website link, <a href="#">Impact of Discrimination Questions</a> website link, <a href="#">Impact of Discrimination questions (Word Doc)</a></p>	<p>Summarizing and note taking</p> <p>Identifying similarities and differences</p> <p>Generating and testing hypotheses</p>	<p>B</p> <p>Critical Thinking</p> <p>Communication</p>

Unit 4: Resources

UNIT RESOURCES	
<p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● <i>Holt Sociology The Study of Human Relationships-Chapters 6, 9, and 10</i></li> <li>● <a href="https://www.youtube.com/watch?v=0QnicPO9Pii">https://www.youtube.com/watch?v=0QnicPO9Pii</a></li> <li>● <i>Standard Deviants Sociology - DVD</i></li> <li>● <a href="https://quizlet.com/subject/sociology-holt/">https://quizlet.com/subject/sociology-holt/</a></li> <li>● <a href="http://www.cnn.com/studentnews/">http://www.cnn.com/studentnews/</a></li> <li>● <a href="http://www.asanet.org/">http://www.asanet.org/</a></li> <li>● <a href="http://www.sociosite.net/">http://www.sociosite.net/</a></li> <li>● <a href="http://www.tolerance.org/exchange/resurgence-hate">http://www.tolerance.org/exchange/resurgence-hate</a></li> <li>● <a href="http://www.census.gov/">http://www.census.gov/</a></li> </ul>	

- <https://www.youtube.com/watch?v=oz4pNI6mHKc> and <https://www.youtube.com/watch?v=Oxxl4QYH1dE> (TLC Teen Species)
- <https://www.youtube.com/watch?v=sa1iS1MqUy4&list=PLP8Ma8K8YxnwiAYGiCMba5yu8swa6a7-V> (Ted Talks for Sociology)
- <http://www.socialstudies.org/>
- *The Way We Live* (DVD on Sociological Concepts)
- <http://stosselintheclassroom.org/videos/sociology/>
- *Appendix Document*

### **Student Resources:**

- *Holt Sociology The Study Of Human Relationships-Chapters 6, 9, and 10*
- <https://quizlet.com/subject/sociology-holt/>
- <http://www.cnn.com/studentnews/>
- <http://www.asanet.org/>
- <http://www.sociosite.net/>
- <http://www.tolerance.org/exchange/resurgence-hate>
- <http://www.census.gov/>

### **Vocabulary:**

**Social stratification:**Division of society into categories, rank, and classes

**Sexism:**belief that one sex is superior to another

**Social class:** grouping people with similar levels of wealth, power, and prestige

**Social inequality:**The unequal sharing of scarce resources and social rewards

**Social mobility:**the movement between or within social classes or strata

**Poverty:**A standard of living that is below the minimum level considered adequate

**Socioeconomic status:** rating that combines social factors such as level of education, occupation prestige, and place of residence with the economic factor of income in order to determine an individual's relative position in the stratification system

**Race:**A category of people who share inherited physical characteristics and whom others see as being a distinct group

**Ethnicity:**The set of cultural characteristics that distinguishes one group from another

**Life chances:**The likelihood that individuals have of sharing in the opportunities and benefits of society

**Discrimination:**The denial of equal treatment to individuals based on their group membership; Involves BEHAVIORS

**Minority group:**A group of people who - because of their physical characteristics or cultural practices - are singled out and unequally treated

**Stereotype:**An oversimplified, exaggerated, or unfavorable generalization about a group of people

**Racism:**The belief that one's own race or ethnic group is naturally superior to other races or ethnic groups

**Prejudice:**An unsupported generalization about a category of people; Involves ATTITUDES