

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Sociology
Grades 10-12

2021

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Sociology

Grade 10-12

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

In this semester-long elective course, students in grades 10-12 will be introduced to the field of Sociology from the varied understanding that society is part culture, part structure, part institution and part adaptation. Major themes include the individual and society, how society is both stable and changing, and the causes and consequences of social inequality. Emphasis will be placed on these topics so that the students will appreciate that societies are deliberately constructed and are constantly subject to change. Understanding sociology helps discover and explain patterns in human life and how they change over time.

In the first half of the course, students will be introduced to the founders of sociology and sociological vocabulary and principles. The second half of the course focuses on socializing the individual and the subsequent interactions with institutions to create change. Sociology is a challenging opportunity to critically analyze and engage with patterns of human behavior. It is a discipline which requires the student to examine as well as develop theories about society. Through the examination of current trends, conflicts, and issues, students will gain a sociological perspective of their environment. It is the function of the teacher in a course such as this to provide bridges between opinion and fact, theory and reality, and guide the student to recognize the several sides and solutions of an issue. To accomplish this goal, a variety of activities and assessments will be incorporated which will allow students to evaluate society and its institutions. Through teacher-reviewed materials, students will research, read analytically, reflect, and write on a variety of topics related to the curriculum, to prepare to effectively participate in a diverse and multicultural society, and develop a sense of personal and social responsibility. The program offers all students the opportunity to meet their educational needs. Upon successful completion of the course, the student will receive one-half elective credit towards graduation.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards for Literacy.

CCSS.ELA-Literacy.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-Literacy.RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-Literacy.RH.11-12.7: 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.

CCSS.ELA-Literacy.RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-Literacy.WHST.11-12.1.B: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.WHST.11-12.1.D: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.WHST.11-12.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.SL.11-12.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on

a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-Literacy.SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

The following course goals derive from the 2016 ISTE Technology Standards.

ISTE Standard 2c: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

ISTE Standard 3a: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

ISTE Standard 3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

ISTE Standard 3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

ISTE Standard 3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

ISTE Standard 4d: Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open ended problems.

ISTE Standard 5b: Students 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 Standard 6b: Students create original works or responsibly repurpose or remix digital resources into new creations.

ISTE Standard 6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

ISTE Standard 6d: Students publish or present content that customizes the message and medium for their intended audiences.

ISTE Standard 7a: Students use digital tools to connect with learners from a variety of cultures, engaging with them in ways that broaden mutual understanding and learning.

ISTE Standard 7b: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

ISTE Standard 7d: Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

The following course goals derive from the CT Social Studies Framework Performance Standards (Dimension 2: Applying Disciplinary Concepts and Tools).

D2.Soc.1.9-12. Explain the sociological perspective and how it differs from other social sciences.

D2.Soc.2.9-12. Define social context in terms of the external forces that shape human behavior.

D2.Soc.3.9-12. Identify how social context influences individuals.

D2.Soc.4.9-12. Illustrate how sociological analysis can provide useful data-based information for decision making.

D2.Soc.5.9-12. Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.

D2.Soc.6.9-12. Identify the major components of culture.

D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it.

D2.Soc.8.9-12. Identify important social institutions in society.

D2.Soc.9.9-12. Explain the role of social institutions in society.

D2.Soc.10.9-12. Analyze how social structures and cultures change.

D2.Soc.11.9-12. Analyze the influence of the primary agents of socialization and why they are influential.

D2.Soc.12.9-12. Explain the social construction of self and groups.

D2.Soc.13.9-12. Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.

D2.Soc.14.9-12. Explain how in-group and outgroup membership influences the life chances of individuals and shapes societal norms and values.

D2.Soc.15.9-12. Identify common patterns of social inequality.

D2.Soc.16.9-12. Interpret the effects of inequality on groups and individuals.

D2.Soc.17.9-12. Analyze why the distribution of power and inequalities can result in conflict.

D2.Soc.18.9-12. Propose and evaluate alternative responses to inequality.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- The sociological perspective shows the power of society to shape our individual lives.
- Groups of people and individuals are influenced by the parts of culture that change or remain the same at given periods of time.
- Communities are diverse creating varied perspectives, contributions, and challenges.
- Social experience is essential to human development.
- Social structures are enveloping systems that continually evolve in response to changing values and new technology.
- 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.
- Social norms must be followed for a society to run smoothly and they are enforced through internalization and sanctions.

COURSE ESSENTIAL QUESTIONS

- How do sociologists view and think about society?
- How do changes in society and culture (i.e., globalization, nationalism, group identity) affect behavior at the societal level and on an individual level?
- How do people develop their personalities?
- Why are humans innately drawn to form social groupings at various levels and how do these groupings influence the individual?
- How can the sociological perspective help evaluate societal institutions?
- How do we best address social inequality?
- How does society identify and control deviant behavior?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - How to apply the sociological perspective to the study of society and culture.
 - How to conduct sociological research using scientific method.
 - How to distinguish cultural relativism from ethnocentrism.
 - How the roles of various social institutions, such as family, schools, peer groups, and the mass media play in the socialization of children.
 - How major theories explain social stratification.
 - The proposed causes of crime and deviance.

- Students will be able to . . .
 - read sophisticated texts and academic writings.
 - think critically by synthesizing a variety of perspectives and information from various sources.
 - discuss controversial issues with maturity and openness.
 - analyze various forms of data to support original ideas.
 - utilize collaborative technologies to explore local and global issues to work with others to investigate solutions.
 - present work and/or research using visual, oral, and written formats.

COURSE SYLLABUS

Course Name

Sociology

Level

Elective

Prerequisites

Successful completion of grade 9 Social Studies

General Description of the Course

In this semester-long elective course, students in grades 10-12 will be introduced to the field of Sociology from the varied understanding that society is part culture, part structure, part institution and part adaptation. Major themes include the individual and society, how society is both stable and changing, and the causes and consequences of social inequality. Emphasis will be placed on these topics so that the students will appreciate that societies are deliberately constructed and are constantly subject to change. Understanding sociology helps discover and explain patterns in human life and how they change over time. Students will produce argumentative and informational writing through the use of research to support individual claims. Students will create reflective pieces which allow them to connect course content to their personal experiences. Products may take a variety of forms including but not limited to essays, slides, presentations, infographics, videos, and demonstrations. Student work will be evaluated using a variety of techniques in order to accommodate and recognize different learning styles. There are many modalities to the Sociology course. These include but are not limited to: group based learning, tech based learning, viewing films or video, reading assignments, analyzing primary source texts, assessments and projects. There are common curricular assessments as well as unique assessments tailored to the progress and needs of individual classes. Assessments are based on both long and short term learning. Additionally, class participation will be an important part of the course. The expectation is that students complete all work required for the course and come to class prepared and motivated to meet deadlines. Final examination will be a comprehensive culmination to the course and will be representative of all the work a student does throughout the entire course of study.

Assured Assessments

Formative Assessments:

- Open-note quizzes
- Current Event Summary and Analysis
- Class Engagement

Summative Assessments:

- Subculture Project
- Personality Pie Project
- Crime Infographic Project
- Final Examination

Textbook and Supplemental Readings

- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
- Student selected articles for Current Event Summary and Analysis
- Teacher selected primary and secondary source documents to apply sociological perspective

UNIT 1

Foundations of Sociology

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RH.11-12.7: 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.

CCSS.ELA-Literacy.WHST.11-12.1.D: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

ISTE Standard 3a: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

D2.Soc.1.9-12. Explain the sociological perspective and how it differs from other social sciences.

D2.Soc.4.9-12. Illustrate how sociological analysis can provide useful data-based information for decision making.

D2.Soc.5.9-12. Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.

Unit Essential Questions

- How do sociologists view and think about society?
- How did European and American scholars contribute to the field of sociology?
- How do the three theoretical perspectives differ in terms of their levels of analysis?
- How do sociologists uncover causation and correlation?
- How do ethical issues affect sociological research?

Unit Scope and Sequence

- Social sciences
 - Sociology
 - Anthropology
 - Psychology
 - Social Psychology
 - Economics
 - Political Science
 - History

- Sociological perspective
- Sociological imagination
- The development of sociology
 - Early sociologists: Comte, Martineau, Spencer, Marx, Durkheim, Weber, Addams, Du Bois
- Modern sociological perspectives
 - Theoretical perspectives
 - Functionalist perspective: dysfunction, manifest and latent functions
 - Conflict perspective
 - Interactionist perspective: symbolic interaction
 - Macrosociology v. microsociology
- Conducting sociological research
 - Scientific Method
 - Causation and correlation
 - Surveys
 - Analysis of existing sources
 - Observational studies: case study
 - Experiments
 - Statistical analysis
 - Ethical issues in research

Unit Assured Assessments

Formative Assessments:

Students will complete an open-note unit quiz to assess and evaluate their engagement in the course. The format of the assessment will be multiple choice and the content will be centered around vocabulary, sociological perspectives and conducting sociological research.

Summative Assessments:

Founders of Sociology Project: Students will research the lives and contributions of scholars whose work led to the development of Sociology. Working in groups, students will create a slides presentation on one of the founders and present their findings to the class. Students will take notes on each group's presentation.

Resources

Core

- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
 - Chapter 1

Supplemental

- Student selected sources for the Founders of Sociology Project
- Teacher selected primary and secondary sources, and multimedia to introduce and model concepts of sociology
- “It’s a Hip Hop World”
<https://foreignpolicy.com/2009/10/12/its-a-hip-hop-world/>

Time Allotment

- Approximately 1-2 weeks

UNIT 2

Culture

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-Literacy.WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ISTE Standard 3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

D2.Soc.6.9-12. Identify the major components of culture.

D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it.

Unit Essential Questions

- How do changes in society and culture (i.e., globalization, nationalism, group identity) affect behavior at the societal level and on an individual level?
- How have some social scientists responded to cultural variation?
- How have American values changed since the 1970s?

Unit Scope and Sequence

- Culture
 - Material culture
 - Nonmaterial culture
 - Society
 - Components of culture: technology, symbols, language, values
 - Norms: folkways, mores, laws
 - Cultural universals: arts and leisure, basic needs, beliefs, communication and education, family, government and economy, technology
 - Cultural variation: subculture, counterculture, ethnocentrism, cultural relativism
 - Change over time: cultural diffusion, cultural lag, cultural leveling

- The American value system
 - Traditional American values according to sociologist Robin M. Williams: personal achievement, progress and material comfort, work, individualism, efficiency and practicality, morality and Humanitarianism, equality and democracy, freedom
 - Changing values: self-fulfillment, narcissism

Unit Assured Assessments

Formative Assessments:

Nacirema Activity: Students will read the article “Body Ritual Among the Nacirema” by Horace Miner. As they read the article about this “different” culture, students will work in groups to identify the components of culture (technology, symbols, language, values, norms) they find in the text. Then, students will consider what makes this culture similar and different to their own. After a class discussion, students will be asked to spell Nacirema backwards, which will show them that this reading was actually about their own American culture. This assessment will evaluate their understanding of the foundations of culture as well as their understanding of cultural universals, cultural variation, and their perceptions of American culture.

Summative Assessments:

Subculture Project: Students will select and investigate a subculture of their choice, and create a product of their choice (slides presentation, infographic, video, or audio recording). Students will identify and explain characteristics of the subculture, and analyze the aspects that set it apart from the mainstream culture. The teacher will create a class website to display the products so students can learn about the subcultures by engaging with the student created products, taking notes and answering reflection questions.

Resources

Core

- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
 - Chapter 2

Supplemental

- Miner, Horace. "Body Ritual Among the Nacirema." *American Anthropologist*. 58.3 (1956): 503--507.
- “Fifteen U.S. Values” according to Sociologist Robin Williams
- Rodney Mullen: *The Intangibles That Distinguish Us* - Wired (2015)
<https://www.youtube.com/watch?v=2bunw-xh-lo>
- Google Trends
<https://trends.google.com/trends/?geo=US>

- “When America Was Rocked” episode from the History Channel series, *10 Days That Unexpectedly Changed America*.
- Student selected sources for the Subculture Project
- Teacher selected articles and multimedia to introduce and model concepts of sociology

Time Allotment

- Approximately 2 weeks

UNIT 3 Social Structure

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-Literacy.WHST.11-12.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

ISTE Standard 6d: Students publish or present content that customizes the message and medium for their intended audiences.

D2.Soc.8.9-12. Identify important social institutions in society.

D2.Soc.9.9-12. Explain the role of social institutions in society.

D2.Soc.10.9-12. Analyze how social structures and cultures change.

D2.Soc.13.9-12. Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.

Unit Essential Questions

- Why are humans innately drawn to form social groupings at various levels and how do these groupings influence the individual?
- What do sociologists mean by status?
- How do individuals and groups use accommodation to settle disputes?
- What are the types of social interaction and what are the similarities and differences?
- How do sociologists define the term group?
- What are the main functions of groups?
- How can the sociological perspective help evaluate societal institutions?
- What are social institutions?
- How do sociologists classify societies?

Unit Scope and Sequence

- Social structure
 - Social institutions

- Status
 - Ascribed status
 - Achieved status
 - Master status
- Role
 - Role set
 - Role conflict
 - Role strain
 - Role exit
- Exchange
 - Reciprocity
 - Exchange theory
 - Competition
 - Conflict
 - Cooperation
 - Accomodation
- Types of Societies
 - Group
 - Subsistence strategies
 - Preindustrial society
 - Division of labor
 - Barter
 - Industrial society
 - Postindustrial society
 - Mechanical solidarity
 - Organic solidarity
 - Gemeinschaft
 - Gesellschaft
- Groups
 - Dyad
 - Triad
 - Formal group
 - Informal group
 - Primary group
 - Secondary group
 - Reference group
 - In-group
 - Out-group
 - Electronic community
 - Social network
 - Leaders
- Formal Organizations
 - Bureaucracy: rationality, advantages and disadvantages, alienation, iron law of oligarchy, and the McDonalidization of society

- Weber’s model of bureaucracies: division of labor, ranking of authority, employment based on formal qualifications, written rules and regulations, specific lines of promotion and advancement
- Voluntary association

Unit Assured Assessments

Formative Assessments:

Students will complete an open-note unit quiz to assess and evaluate their engagement in the course. The format of the assessment will be multiple choice and the content will be centered around vocabulary, sociological concepts of social structures.

Summative Assessments:

Role-Playing Social Interaction: Students write and perform a skit that demonstrates one or more of the five common types of social interaction. Each group of students will be assigned or choose a scenario (i.e.: exchange between a salesperson and customers; competition between two sports teams, cooperation between construction workers building a home, friends deciding what to do on Saturday night). The skit will be accompanied by student narration or explanation of the social interaction applying concepts and vocabulary from the unit of study.

Resources

Core

- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
 - Chapter 3

Supplemental

- McDonaldization of America
https://us.corwin.com/sites/default/files/upm-binaries/3239_4007_ch01.pdf
<https://www.thoughtco.com/mcdonaldization-of-society-3026751>
- The Importance of McDonaldization to Students
https://www.youtube.com/watch?v=dyHvm03Kt_I
- McDonaldization Theory of George Ritzer
<https://www.youtube.com/watch?v=Fdy1AgO6Fp4>
- Formal Organizations: Crash Course Sociology #17
<https://www.youtube.com/watch?v=YDuBh7VbGgU>
- Social Groups: Crash Course Sociology #16
https://www.youtube.com/watch?v=_wFZ5Dbj8DA
- 5.1 Social Structure: The Building Blocks of Social Life
<https://open.lib.umn.edu/sociology/chapter/5-1-social-structure-the-building-blocks-of-social-life/>
- Teacher selected articles and multimedia to introduce and model concepts of sociology

Time Allotment

- Approximately 2 weeks

UNIT 4

Socializing the Individual

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-Literacy.WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

ISTE Standard 3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

D2.Soc.12.9-12. Explain the social construction of self and groups.

Unit Essential Questions

- How do people develop their personalities?
- What are the main factors that affect personality development?
- How does our environment affect the presentation of self?

Unit Scope and Sequence

- Personality development: nature vs. nurture
 - Heredity
 - Instinct
 - Sociobiology
 - Aptitude
- The Development of Self
 - Socialization
 - Self
 - Looking-glass self
 - Role-taking
 - Significant other
 - Generalized other
 - I
 - Me

- The Presentation of Self
 - Dramaturgy
 - Impression management

Unit Assured Assessments

Formative Assessments:

Myers-Briggs personality type test and reflection: Students will complete a multiple choice Myers-Briggs personality type test and respond to reflection questions assessing their results in a journal entry incorporating concepts and vocabulary from the unit.

Summative Assessments:

Multiple choice exam: Students will complete a multi-unit midpoint assessment to evaluate their engagement in the course and understanding of course concepts. The format of the assessment will be multiple choice and short answer. The content will be centered around vocabulary and sociological concepts of current and previous units.

Resources

Core

- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
 - Chapter 4

Supplemental

- Teacher selected articles and multimedia to introduce and model concepts of sociology
- *Genie: The Secrets of the Wild Child*, PBS Special
- Myer's Briggs Personality Test
<https://www.16personalities.com/free-personality-test>
- Nature vs. Nurture
<https://www.simplypsychology.org/naturevsnurture.html>

Time Allotment

- Approximately 1-2 weeks

UNIT 5

Agents of Socialization

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RH.11-12.7: 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.

CCSS.ELA-Literacy.WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.SL.11-12.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

ISTE Standard 6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

D2.Soc.3.9-12. Identify how social context influences individuals.

D2.Soc.8.9-12. Identify important social institutions in society.

D2.Soc.9.9-12. Explain the role of social institutions in society.

D2.Soc.11.9-12. Analyze the influence of the primary agents of socialization and why they are influential.

Unit Essential Questions

- What are the primary agents of socialization?
- What are the basic societal functions of the family, peer groups, education, the mass media, religion, and sport?
- How do the family, peer groups, education, the mass media, religion, and sport contribute to an individual's socialization process?
- What are some of the trends in American family life currently being examined by sociologists?
- How does schooling look through different sociological lenses?
- How did the mass media develop as an institution?
- What is the nature of mass media in the United States?
- How does religion affect culture and social interactions?
- What characteristics distinguish sport as a social institution?

Unit Scope and Sequence

- Agents of socialization
 - Family
 - Family orientation, extended family, kinship, authority patterns, functions of the family (regulation of sexual activity, reproduction, socialization, economic and emotional security)
 - Distribution patterns: DINK, delayed marriage, delayed childbearing, childlessness, same-sex families, one-parent families, blended families
 - Family violence, divorce
 - Friends
 - Peer group
 - Peer pressure and socialization
 - School
 - Functions of school: teaching knowledge and skills, transmission of culture, social integration, occupational placement
 - Education conflicts: social control, tracking, socioeconomic inequalities, violence
 - Media
 - Institutionalization of media
 - Mass Media in the United States: print, audio, visual, online, convergence
 - Media consumption
 - Issues in the Media: agenda setting and bias
 - Religion
 - Functions of religion: social cohesion, social control, emotional support
 - Belief systems
 - Religious participation in the United States
 - Fundamentalism
 - Sport
 - Institutionalization of sport: equality, specialization, rationalization, bureaucratization, quantification
 - Issues in sport: inequalities, deviance
- Resocialization
- Total institutions

Unit Assured Assessments

Formative Assessments:

Media Analysis: Students will interact with a variety of media to interpret and analyze the impact it has on the socialization process. In groups, students will discuss their background knowledge on the media source to integrate information into a coherent understanding of an idea or event. In their response they will utilize vocabulary and content from the unit.

Summative Assessments:

Personality Pie Project: Students will complete a pie chart and write a personal reflection on the impact the different agents of socialization have had on their own socialization process. They will assign each of the six agents a percentage of their total personality development. In their written reflection, students will utilize the content and vocabulary from the unit in their analysis of their own life to justify the percentages they awarded each agent.

Resources

Core

- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
 - Chapters 4, 11, 13, 14

Supplemental

- *The Social Dilemma* (2020)
- Teacher selected articles and multimedia to introduce and model concepts of the agents of socialization

Time Allotment

- Approximately 2-3 weeks

UNIT 6

Social Inequality and Change

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-Literacy.WHST.11-12.1.B: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

ISTE Standard 3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

D2.Soc.15.9-12. Identify common patterns of social inequality.

D2.Soc.16.9-12. Interpret the effects of inequality on groups and individuals.

D2.Soc.17.9-12. Analyze why the distribution of power and inequalities can result in conflict.

D2.Soc.18.9-12. Propose and evaluate alternative responses to inequality.

Unit Essential Questions

- What is social inequality and what are its root causes?
- What are the realities of social inequality in the United States?
- What roles do socioeconomic status, race, ethnicity, sex, gender, age and health play in the social inequality present in the United States?
- How does socioeconomic status, race, ethnicity, sex, gender, age and health impact social structure and social interaction?
- How and why do ethnic groups become dehumanized?
- How do world events affect or change group behavior?
- Does socioeconomic status, race, ethnicity, sex, gender, age and health play a big role in shaping a person's identity?
- How do discrimination and prejudice differ?

Unit Scope and Sequence

- Social stratification
 - Explaining stratification
 - Social inequality
 - Caste system
 - Class system
 - Karl Marx
 - Social class
 - Socioeconomic status
- American class system
 - Social mobility: horizontal, vertical, intragenerational, intergenerational
- Poverty
 - Poverty level
 - Variations of American poverty
 - Effects of poverty: life chances, life expectancy, cycle of poverty
- Race
 - Racism
 - Racism in the United States: education, work, housing policies (redlining), politics
- Ethnicity
 - Ethnic groups
- Minority groups
 - Patterns of minority group treatment: cultural pluralism, assimilation, acculturation, legal protection, segregation, subjugation, population transfer, extermination, genocide, ethnic cleansing
- Discrimination
 - Legal discrimination
 - Institutionalized discrimination
- Prejudice
 - Stereotype
 - Self-fulfilling prophecy
- Sources of discrimination and prejudice
 - Sociological, psychological (scapegoating), economic
- Minority groups in the United States
 - Analysis of groups, for example--African Americans, Hispanic Americans, Asian Americans, Native Americans, Jewish Americans (anti-semitism), Arab Americans or others.
- Sex and gender
 - Sexism
 - Gender roles
 - Gender identity
 - Gender socialization
 - Patriarchy
 - Gender inequality in the United States: education, work (glass ceiling, second shift), politics

- Ageism
 - Ageism in the United States: Baby-boom generation, Politics of aging (dependency ratio, medicare, medicaid), Health care in the United States (cost, quality, access, inequality)
- Americans with disabilities
 - Prejudice and discrimination
- Social movements
 - Types of social movements: reactionary, conservative, revisionary, revolutionary
 - Life cycle of social movements: agitation, legitimation, bureaucratization, institutionalization
 - Explaining social movements
 - Major social movements: Civil Rights, Women’s Rights, LGBTQ+ movements, current day movements
- Social change
 - Sources: values and beliefs, technology, diffusion, population, environment, wars and conquest
 - Resistance to social change: ethnocentrism, cultural lag, vested interests
 - Theories of social change: cyclical, principle of immanent change, evolutionary, equilibrium, conflict

Unit Assured Assessments

Formative Assessments:

Document Based Questions & Reflection Writing: Students will read excerpts from teacher selected primary source documents, answer document based questions, and write a reflection comparing systemic inequality in the United States, India, and Nazi Germany.

Summative Assessments:

Societal Forecast Project: In groups, students will uncover a United States social movement and analyze it, as if they were sociologists, to predict the social health of the United States in the future. Students will incorporate vocabulary and content from previous units to describe the movement as well as the effects of the movement on the United States. Groups will present their findings to the class for further discussion on social change.

Resources

Core

- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
 - Chapters 8, 9, 10, 16

Supplemental

- Du, Bois W. E. B, Elijah Anderson, and Isabel Eaton. *The Philadelphia Negro: A Social Study*. , 1996. Print.
- *The Simpsons* "Much Apu About Nothing" Season 7 Episode 23 (1996)
- *Harlan County U.S.A* (1976)

- *Race - The Power of an Illusion* (2003)
- *How to Survive a Plague* (2012)
- *Pursuit of Happyness* (2006)
- *Surviving an Unlivable Wage* | Full Documentary
<https://www.youtube.com/watch?v=GbvNhQ4IYLE>
- “How Closely Do Our Beliefs About Social Mobility Match Reality?”
<https://insight.kellogg.northwestern.edu/article/how-closely-do-our-beliefs-about-social-mobility-match-reality>
- Social Class & Poverty in the US: Crash Course Sociology #24
<https://www.youtube.com/watch?v=c8PEv5SV4sU>
- The Impacts of Social Class: Crash Course Sociology #25
<https://www.youtube.com/watch?v=0a21mndoORE>

Time Allotment

- Approximately 3 weeks

UNIT 7

Social Control and Deviance

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

ISTE Standard 5b: Students 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.

D2.Soc.2.9-12. Define social context in terms of the external forces that shape human behavior.

D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it.

D2.Soc.9.9-12. Explain the role of social institutions in society.

D2.Soc.14.9-12. Explain how in-group and outgroup membership influences the life chances of individuals and shapes societal norms and values.

Unit Essential Questions

- How do norms become internalized?
- How are sanctions used to maintain social control?
- What are the theories of deviance?
- What defines deviance and why is it functional for society?
- What makes a behavior deviant?
- How does society identify and deal with criminal behavior?
- How does human behavior reveal human nature?

Unit Scope and Sequence

- Social control
 - Internalization
 - Sanctions: positive, negative, formal, informal
- Deviance
 - Violating norms
 - Stigma
 - Social functions of deviance
 - Explaining deviance: strain theory (anomie), conflict theory, control theory, cultural transmission theory (differential association), labeling theory (primary and secondary deviance)
- Crime
 - Types of crime: violent, property, victimless, white-collar, organized (crime syndicate)
 - Crime statistics in the United States
 - The Criminal Justice System: police (racial profiling, police discretion), courts, corrections (recidivism), juvenile-justice system

Unit Assured Assessments

Formative Assessments:

Punishment Variation Video Analysis: Students will view content on the United States' Prison System and/or punishment systems across the globe to interpret and analyze the role of social institutions, their cultural influence, and how they shape human behavior. While viewing the media, students will complete document based questions.

Summative Assessments:

Crime and Deviance Infographic: Students will research a crime selected from a teacher provided list and create an infographic using Google Drawings or other approved application. In groups, students will apply sociological perspectives, incorporating their research to explain how and why a type of crime occurs. The teacher will create a class website to function as a virtual gallery walk where students will take notes on their classmates' products and answer reflection questions.

Resources

Core

- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
 - Chapter 7

Supplemental

- The Simpsons: "Marge In Chains" Season 4 Episode 21 (1993)
- *Attica* (1974)
- Frontline: "Solitary Nation" Season 2014 Episode 7 (2014)

- Taboo: “Extreme Punishment” Season 5 Episode 11 (2008)
- “Think Prison Abolition in America is Impossible?”
<https://www.theguardian.com/commentisfree/2018/may/19/prison-abolition-america-impossible-inevitable>
- “The School-to-Prison Pipeline Explained”
<https://www.vox.com/2015/2/24/8101289/school-discipline-race>
- “The Social Construction of Crime” <https://www.everydaysociologyblog.com/2007/10/the-social-cons.html>
- Deviance: Crash Course Sociology #18 <https://www.youtube.com/watch?v=BGq9zW9w3Fw>

Time Allotment

- Approximately 2 weeks

CREDIT

One-half elective credit
One class period daily for a half year (one semester)

PREREQUISITES

Successful completion of grade 9 Social Studies

CURRENT REFERENCES

- *Crash Course: Sociology*. (2018, February 12). YouTube.
<https://www.youtube.com/playlist?list=PLH2l6uzC4UEX9UzR1bVvKk128tLSlzGkt0>
- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Social and Civic Expectations Rubric
- Founders of Sociology Project Rubric
- Subculture Project Rubric
- Role-Playing Social Interaction Rubric
- Personality Pie Project Rubric
- Societal Forecast Project Rubric
- Crime and Deviance Infographic Project Rubric

Trumbull High School School-Wide Reading Rubric:

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> Clearly identifying the purpose of the text Providing initial reaction richly supported by text Providing a perceptive interpretation 	Demonstrates understanding of text by: <ul style="list-style-type: none"> Identifying the fundamental purpose of the text Providing initial reaction supported by text Providing a clear/straight forward interpretation of the text 	Demonstrates general understanding of text by: <ul style="list-style-type: none"> Partially identifying the purpose of the text Providing initial reaction somewhat supported by text Providing a superficial interpretation of the text 	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> Not identifying the purpose of the text Providing initial reaction not supported by text Providing an interpretation not supported by the text
Interpret X_____	Student is able to exceptionally interpret text by : <ul style="list-style-type: none"> Extensively reshaping, reflecting, revising, and/or deepening initial understanding Constructing insightful and perceptive ideas about the text. Actively raising critical questions and exploring multiple interpretations of the text 	Student is able to interpret text by : <ul style="list-style-type: none"> Reshaping, reflecting, revising, and/or deepening initial understanding Summarizing main ideas of text Actively interpreting text by raising questions and looking for answers in text 	Student is able to interpret text by : <ul style="list-style-type: none"> Guided reflection and/or revision of initial understanding Summarizing some main ideas of text Guided interpretation of text by answering questions locating answers in text 	Student demonstrates limited ability to interpret text as evidenced by : <ul style="list-style-type: none"> Struggle to implement guided reflection and/or revision of initial understanding Struggle to summarize any main ideas of text Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> text to text text to self text to world 	Demonstrates specific connections <ul style="list-style-type: none"> text to text text to self text to world 	Demonstrates general connections <ul style="list-style-type: none"> text to text text to self text to world 	Struggles to make connections <ul style="list-style-type: none"> text to text text to self text to world
Evaluate X_____	Insightfully evaluates the text by one or more of the following elements: <ul style="list-style-type: none"> Critical analysis to create a conclusion supported by the text Perceptive judgments about the quality of the text <ul style="list-style-type: none"> Synthesis of text Express a personal opinion. 	Evaluates the text by one or more of the following elements: <ul style="list-style-type: none"> critical analysis to form a conclusion from the text thoughtful judgments about the quality of the text Evaluation of text to express personal opinion(s) 	A general evaluation of the text by one or more of the following elements: <ul style="list-style-type: none"> Forms a superficial conclusion from the text Assesses the quality of the text Uses text to express personal opinion(s) 	Struggles to evaluate the text by any of the following elements: <ul style="list-style-type: none"> Forming a conclusion from the text Assessing the quality of the text Using text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric:

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Purpose X_____	Student work: <ul style="list-style-type: none"> Establishes and maintains a clear purpose Demonstrates an insightful understanding of audience and task 	Student work: <ul style="list-style-type: none"> Establishes and maintains a purpose Demonstrates an accurate awareness of audience and task 	Student work: <ul style="list-style-type: none"> Establishes a purpose Demonstrates an awareness of audience and task 	Student work: <ul style="list-style-type: none"> Does not establish a clear purpose Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> Reflects sophisticated organization throughout Demonstrates logical progression of ideas Maintains a clear focus Utilizes effective transitions 	<ul style="list-style-type: none"> Reflects organization throughout Demonstrates logical progression of ideas Maintains a focus Utilizes transitions 	<ul style="list-style-type: none"> Reflects some organization throughout Demonstrates logical progression of ideas at times Maintains a vague focus May utilize some ineffective transitions 	<ul style="list-style-type: none"> Reflects little/no organization Lacks logical progression of ideas Maintains little/no focus Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> Is accurate, explicit, and vivid Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> Is accurate and relevant Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> May contain some inaccuracies Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> Is inaccurate and unclear Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> Demonstrates excellent use of language Demonstrates a highly effective use of standard writing that enhances communication Contains few or no errors. Errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates competent use of language Demonstrates effective use of standard writing conventions Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates use of language Demonstrates use of standard writing conventions Contains errors that detract from meaning 	<ul style="list-style-type: none"> Demonstrates limited competency in use of language Demonstrates limited use of standard writing conventions Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Social and Civic Expectations Rubric:

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Responsibility for Self	Highly self-directed: consistently displays ethical conduct in the classroom and on campus	Self-directed: displays ethical conduct in the classroom and on campus	Occasionally self-directed: at times displays ethical conduct in the classroom and on campus	Rarely self-directed: seldom displays ethical conduct in the classroom and on campus
Respect for Others	Sensitive and considerate to others	Considerate to others	At times considerate to others	Insensitive to others
Practices Interpersonal Skills	Champions discussions to resolve differences through active listening and offers opinions without prompting in a positive and rational manner.	Actively discusses avenues to resolve differences when appropriate, and offers encouraging opinions when prompted.	At times, appears indifferent to others, does not seek avenues to resolve differences, and is inflexible in his or her own opinions.	Demonstrates intolerance and lacks social interaction skills.
Cultural Understanding	Demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates an appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates little appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates a lack of appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.

Subculture Project Rubric:

Category	4 Exemplary	3 Goal	2 Working Toward Goal	1 - 0 Needs Support
Content/ Requirements _____/50 points	The product includes all required elements	The product includes most required elements	The product includes some required elements	The product does not include required elements
Graphics/ Images _____/20 points	Graphics and images are relevant to the topic and enhance the audience's understanding	Graphics and images relate to the topic	Some graphics and images are related to the topic	Graphics and images do not relate to the topic
Aesthetics _____/20 points	The product well organized and have a balance of text, graphics and blank space	The product is organized, but lack balance between information and blank space	The product is disorganized and lack balance between information and blank space	The product is disorganized and difficult to follow
Grammar & Conventions _____/5 points	There are 1 or fewer grammatical/mechanical mistakes	There are 2-3 grammatical/mechanical mistakes	There are more than 4 -5 grammatical/mechanical mistakes	There are more than 5 grammatical/mechanical mistakes
Sources _____/5 points	Three or more sources used and cited	Two sources used and cited	One source used and cited	No sources used, no citations

Role-Playing Social Interaction Rubric:

Criteria	Excellent	Average	Unsatisfactory
The type and purpose of the social interaction simulated is clear. _____/20 points	3	2	1
The characters and simulated dialogue are appropriate, interesting and pertinent to the social interaction. _____/20 points	3	2	1
The simulation or presented scenario is accurate and relevant to the social interaction simulated. _____/20 points	3	2	1
The simulation or presentation effectively communicates its message to the audience. _____/20 points	3	2	1
The visuals, costumes, and/or props add to the clarity and effectiveness of the simulation. _____/20 points	3	2	1

Rubric for Personality Pie Project:

Reflection (50 points)	Pie Accuracy (30 points)	Pie Creativity (20 points)
Student writes at least a 1 and a half page reflection touching on all 6 institutions and reflects on why they are important to his or her socialization process (50)	Student's pie is completely done. It is split into 6 sections showing the 6 institutions. (30)	Student's pie is neatly done, creative, labeled, and each piece is colored in a different color. (20)
Student writes a one and a half page reflection touching on 5 institutions and reflects on why they are important to his or her socialization process (42)	Student's pie is completely done, but is split into only 5 sections. (25)	Student's pie is neatly done, and creative. Some sections are not labeled and not colored different colors. (18)
Student writes a 1 and a half page reflection touching on 4 institutions and reflects on why they are important to his or her socialization process (34)	Student's pie is not completely done. The pie is split into 4 (20)	Student's pie is not neat. It is somewhat creative. All sections are labeled, however all sections are not colored in different colors. (16)
Student does not write a reflection that is 1 and a half pages long and only touches on 3 institutions and somewhat reflects on why they are important to his or her socialization process (26)	Student's pie is split into only 3 sections. (15)	Student's pie is not creative. The pie is messy, not fully labeled, and not fully colored. (12)
Student fails to write a reflection paper (20)	Student's pie is not complete. It is not split into sections. (10)	Student's pie is not creative, labeled, or colored. (6)

United States Societal Forecast Rubric:

	Visual 25 points	Presentation 15 Points	Application of Research 30 Points	Analysis of Sociological Content 30 Points
A	Visual is clear and professionally produced and demonstrates completely their chosen topic.	Presentation is excellent. He/she speaks clearly and audibly to the audience and makes eye contact.	The student demonstrates that they have a complete and clear understanding of the subject matter research.	The student exceptionally applies sociological terms and learned knowledge to their chosen topic.
B	Visual is basically clear and professionally produced and generally demonstrates the chosen topic.	Presentation is good. He/she speaks mainly clearly and audibly to the audience and makes some eye contact.	The student demonstrates that they have an understanding of the subject matter research.	The student applies sociological terms and learned knowledge to their chosen topic.
C	Visual is somewhat clear and professionally produced and attempts to convey the chosen topic.	Presentation is okay. He/she speaks somewhat clearly and/or audibly to the audience and/or makes some eye contact.	The student somewhat demonstrates that they have an understanding of the subject matter research.	The student somewhat applies sociological terms and learned knowledge to their chosen topic.
D	Visual is lacking in clarity and/or could be much more professionally produced. It loosely demonstrates the chosen topic.	Presentation is poor. He/she does not speak clearly and/or audibly to the audience and/or does not make eye contact.	The student's work shows a lack of understanding of the subject matter research.	The student weakly attempts to apply sociological terms and learned knowledge to their chosen topic.
F	Visual is not clear or professionally produced. Student does not include related material to chosen topic.	Presentation is very poor. Student does not speak clearly or audibly to the audience.	The student does not demonstrate an understanding for the subject matter research.	The student fails to analyze the topic according to sociological terms and learned knowledge.
<i>For teacher use only:</i> Points awarded: 1. Visual: _____ 2. Presentation: _____ 3. Application: _____ 4. Analysis: _____		Comments:		

Note: Lack of MLA Works-cited slide will result in the loss of 10 points!

Crime and Deviance Infographic Rubric:

Criteria	Excellent	Average	Unsatisfactory
<p>1. Introduction: Infographic includes a definition and explanation of the crime _____/20 points</p>	3	2	1
<p>2. Theoretical perspective: Infographic includes an application of a theoretical perspective to explain why the crime is committed _____/25 points</p>	3	2	1
<p>3. Statistics/Data: Infographic includes at least 3 research based facts from a contemporary study <u>with a written explanation interpreting the data</u> _____/25 points</p>	3	2	1
<p>4. Images: Includes at least 3 images that help enhance your audience’s understanding _____/20 points</p>	3	2	1
<p>5. Sources: Sources are hyperlinked next to or near relevant information, or in a “sources” section _____/5 points</p>	3	2	1
<p>6. Organization: The infographic is easy to read and follow, includes titles and headers for each section, has a balance of text images and empty space, and is mostly free from errors and in your own words. _____/5 points</p>	3	2	1

OTHER RESOURCES

- Current Event Summary and Analysis Assignment and Rubric
 - This assignment will be recurring each marking therefore students will complete the assignment twice in the course.
- Final Examination Assignment and Rubric
 - Approximately 2-3 weeks at the end of the semester to complete and present.

Current Event Summary and Analysis

Every **marking period** each student in our class will have the opportunity to complete and present a current event AT LEAST once. On Monday/Tuesday of every week, five students will be chosen at random to complete their current event for Thursday/Friday of that week. Once those students have completed their current event, they cannot be chosen again until every other member of the class has been chosen.

Parameters/Directions:

- ❖ You must choose a current event that is from **international, national or state happenings**. The event should focus on issues that are both important and interesting to the class (so no recap of a sports game or entertainment pieces).
 - The event should be **no older than two weeks** and should be chosen from a **major news publication**- NY Times, CT Post, CNN, Newsela, etc. You can access these publications online for free.
- ❖ Your first job is to read the article.
- ❖ Then, you must complete a **one page reflection**. **Summarize** the event in your first paragraph, and in your second paragraph **discuss why this event is important** to either the class content or important for your classmates to be aware of. This write up should be typed or handwritten.
- ❖ You must provide evidence of the article. You must **include an MLA citation** at the end of your summary.
- ❖ On the day you are scheduled to **present**, you will speak in front of the class for **at most two minutes**. You can either read your written piece, or briefly review the event in your own words. If you do not have it completed the day you are scheduled to present, you have two school days in which to complete it or you will receive a zero. If you are absent the day you are scheduled to present, you will still turn in your typed summary when you return and you will be expected to present during the next set of current event presentations.
- ❖ This assignment counts as a **50 assessment grade**, therefore it should be taken seriously. **The presentation portion of the current event assignment does not count toward your grade.**

Current Event Rubric:

Summary of the Event (Who, What, Where, When, Why, How)	20 points
Connection to Class Content (Or why you think the event is important for the class to be aware of)	20 points
Evidence of Article (MLA citation at end of written reflection)	10 points

Sociology Final Assessment

Purpose:

The final assessment in Sociology is designed to evaluate students' knowledge and understanding of the discipline of Sociology, as well as practice applying disciplinary concepts to their own social environment. Students will research a group or subculture they are a part of (or aspire to be a part of) as though they were a sociologist examining its cultural practices and demographics. During this investigation students will write an essay, create a presentation of 10-15 minutes and review the presentations of their peers.

Students must research and write on the following topics in their essay:

- **Introduction.** Students should write a brief introduction. The introduction should cover why the student has chosen this particular group, what it means to them and how it relates to their life.

- **Examine the components of culture: language, symbols, norms, and values.** Students should write **ONE PARAGRAPH FOR EACH of the four components of culture listed above.** Students should focus on:
 - Specific terminology (language) that people within the group or subculture might use
 - Symbols that members of the group or subculture would use
 - Norms of a person within the group or subculture (behaviors or actions)
 - Values of a person within the group or subculture (beliefs or requirements)

- **Examine the typical demographics.** Students should write one paragraph exploring the typical demographics of the group or subculture. Examples of demographics are seen below:
 - Socio-economic status
 - Race
 - Ethnicity
 - Age
 - Sex
 - Education Level
 - Religion

- **Two related sociological topics for exploration.** Students should write **ONE PARAGRAPH FOR EACH** related sociological topic. Below is a list of possible topics to choose from:
 - Sanctions used within the group or subculture
 - Agents of socialization the group or subculture uses or ones that influence the group or subculture
 - The bureaucratic makeup of the group or subculture
 - Theories of socialization (Locke, Cooley, Meade) that can be applied to the group or subculture
 - The roles and statuses of members within the group or subculture
 - Any other topics you are interested in and get prior approval to research

- **Conclusion:** Students should write a brief conclusion. The conclusion should reinforce why this group is important and what you hope the class will have gained from your presentation.

Guidelines for student presentations:

Students are expected to present their findings to the class in a 10-15 minute presentation.

- Students are expected to have a visual to support their presentation which should be well-designed and professional.
 - Within the presentation include:
 - Information on your chosen group or subculture that you believe that class would find interesting.
 - An analysis of your chosen group or subculture using sociological content covered in your essay.
 - NOTE: Not ALL content from your essay must be included in your presentation.
 - Be CREATIVE when developing your presentation:
 - Your visual can be any medium (technological or other).
 - Demonstrations, props, video and music are all encouraged.

Project Submission:

Students are expected to submit their projects (both the essay and presentation) digitally by the due date.

****Note:** While this project counts as the final exam grade for the course (20% of the students' overall grade in the course) this project **DOES NOT** exempt students from the final exam block time. Along with class time, the exam block will be used for student presentations. All students must attend the exam block to complete a review of their peers' presentations. This will ensure all students receive full credit for their project. (Exception: Seniors in the second semester of this course will be exempt from the exam block time, without penalty to their final exam grade, due to end of the year requirements outside of the classroom. However, seniors will still be expected to review their peers' presentations prior to the exam block.)

Sociology Final Assessment Rubric:

	Visual 20 points	Presentation 10 Points	Application of Content 25 Points	Analysis of Content 25 Points
A	Visual is clear, professionally produced and demonstrates their chosen topic completely.	Presentation is excellent. He/she speaks clearly, audibly and makes eye contact with the audience for the entire time requirement. He/she has notes prepared for their presentation.	The student demonstrates that they have researched completely their chosen group or subculture. Student has a clear understanding of the subject matter.	The student exceptionally applies sociological perspectives and sociological content to their chosen topic.
B	Visual is basically clear, professionally produced and generally demonstrates the chosen topic.	Presentation is good. He/she speaks fairly clearly, audibly and makes eye contact with the audience for the entire time requirement. He/she has notes prepared for their presentation.	The student demonstrates that they have researched their chosen group or subculture. Student has a fairly clear understanding of the subject matter.	The student applies sociological perspectives and sociological content to their chosen topic.
C	Visual is somewhat clear, professionally produced and attempts to convey the chosen topic.	Presentation is okay. He/she speaks fairly clearly, audibly and makes eye contact with the audience for some of the time requirement. He/she has some notes prepared for their presentation.	The student demonstrates that they have somewhat researched their chosen group or subculture. Student has a fairly clear understanding of the subject matter.	The student somewhat applies sociological perspectives and sociological content to their chosen topic.
D	Visual is lacking in clarity and/or could be more professionally produced. It loosely demonstrates the chosen topic.	Presentation is poor. He/she does not speak clearly, audibly nor makes eye contact with the audience for the entire time requirement. He/she has some notes prepared for their presentation.	The student demonstrates that they have minimally researched their chosen group or subculture. Student does not have a clear understanding of the subject matter.	The student minimally attempts to apply sociological perspectives and sociological content to their chosen topic.
F	Visual is not clear or professionally produced. Visual is lacking in support OR is completely unrelated to chosen topic.	Presentation is very poor. Student does not speak clearly or audibly to the audience. Student does not make eye contact. He/she does not have notes prepared for their presentation and does not present for the entire time requirement.	The student demonstrates that they have not researched their chosen group or subculture. Student has no understanding of the subject matter.	The student fails to apply sociological perspectives and sociological content to their chosen topic.
For teacher use only: Points awarded: 1. Visual: _____ 2. Presentation: _____ 3. Application: _____ 4. Analysis: _____		For teacher use only: Comments:		

****NOTE: 20 points** of your final assessment grade will come from completing a review of your peers' presentations. Further information and documents will be given to you by the instructor at the start of presentations.