

Catasauqua Area School District Planned Course of Study

Course Title: Introduction to the Social Sciences

Grade Level(s): 11-12

Text: None

Course Description

This semester-long course provides a general overview of the social sciences and how they apply to everyday life. In this class, students will be introduced to the history of, current practices and theories, and research and data collection methods for the social sciences, leaning heavily on psychology and sociology but also including history, economics, anthropology and political science. We will explore various topics including but not limited to psychological disorders, stress, personality, perception and sensation, intelligence, memory, development, sociological imagination, culture, deviance, inequality, social change, and social structure. Students will explore the influence of social class and social institutions, such as churches, education, healthcare, government, economy, and environment, on society and individuals. Lastly, we will examine how social science knowledge can be applied to understanding everyday life.

Essential Questions

- What are the Social Sciences and how do they influence everyday life?
- What are the major theories within the study of the social sciences?
- What professional careers are available to those who study the social sciences?
- How do the social sciences develop scientific attitudes and skills including critical thinking, problem solving, and scientific methodology?
- Is it important to understand multicultural and global perspectives as a part of learning the social sciences? Why?
- How has social science knowledge developed and evolved over time?
- How do ethical standards regulate scientific research and professional practices?

Competencies:

- Define and describe the seven social sciences.
- Analyze how a particular theoretical idea shapes the nature of social science research.
- Outline and explain the steps in the scientific method as it is applied to the different social sciences.
- Describe and apply at least 5 different data gathering methods for social science research.
- Explain ethics in relationship to the scientific method and gathering of data within psychological and sociological experiments.
- Discuss the contribution of at least five social scientists to the field.
- Distinguish and label basic brain and nervous system structures.
- Investigate the factors involved in learning and behavior modification.
- Analyze the physiological aspects that influence behavior.
- Investigate and explain how to define and measure personality then compare and contrast personality theories..
- Analyze abnormal behavior patterns and relate current treatment techniques.
- Explain the socialization process and relate it to personal experiences.
- Summarize the relationship between socialization and family.
- Explain what culture is and how it differs from society to society.
- Describe the three major sociological perspectives and apply the perspectives to various examples of human behavior.
- View people's behavior from a sociological perspective and apply it to a variety of social problems and situations.
- Describe how inequality and other social factors contribute to social change.
- Explain the relationship between social stratification, social structure, and the consequences of social status.

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Course Syllabus

Course Content	Tentative Timeframe	Assessment Anchors	State Standards
<p>Module 1: Introduction to the Social Sciences</p> <ul style="list-style-type: none"> ❖ Introduce Yourself Activity ❖ Getting to Know You Activity ❖ Meaningful & Respectful Classroom & Discussions: Civil Discourse skills and group agreements ❖ What are the Social Sciences? Social Sciences & Human Needs ❖ Social Sciences & Basic Human Needs ❖ Careers in the Social Sciences ❖ Intro to Psychology Notes ❖ Intro to Sociology Notes ❖ Culture, Symbols, and Norms 	2 Weeks	CC 1.2.11-12 A-D, G, I, J, & L CC 1.5.11-12 A-F CC.8.5.11-12.C, D, F, G, H, & J CC.8.6.11-12.A-I	1.1.9.A 1.1.9.B 1.1.9.C 1.1.9.D 1.6.12 A&B 8.3.12.A-D 8.4.12.A-D
<p>Module 2: Research in the Social Sciences</p> <ul style="list-style-type: none"> ❖ Research Methods in the Social Sciences ❖ The Social Science Scientific Method ❖ Case Studies ❖ Experiments ❖ Stanford Prison Experiment ❖ Milgram Obedience Experiment <ul style="list-style-type: none"> ➢ Original Experiment ➢ Historical Examples & Modern Relevance ❖ Current Psychological/Sociological Research 	1.5 Weeks	CC 1.2.11-12 A-D, G, I, J, & L CC 1.5.11-12 A-F CC.8.5.11-12.C, D, F, G, H, & J CC.8.6.11-12.A-I	1.1.9.A 1.1.9.B 1.1.9.C 1.1.9.D 1.6.12 A&B 8.3.12.A-D 8.4.12.A-D

<p>Module 3: Biological & Developmental Psychology</p> <ul style="list-style-type: none"> ❖ Brain & Nervous System Physiology Notes OR Brain & Nervous System Webquest ❖ Developmental Ages & Stages ❖ Memory WebQuest ❖ Kids Discover Exploring the Brain ❖ Left Brain vs. Right Brain ❖ Intelligence ❖ Motivation 	<p>1.5 Weeks</p>	<p>CC 1.2.11-12 A-D, G, I, J, & L CC 1.5.11-12 A-F CC.8.5.11-12.C, D, F, G, H, & J CC.8.6.11-12.A-I</p>	<p>1.1.9.A 1.1.9.B 1.1.9.C 1.1.9.D 1.6.12 A&B 8.3.12.A-D 8.4.12.A-D</p>
<p>Module 4: Sensation & Perception</p> <ul style="list-style-type: none"> ❖ Sensation & Perception Webquest & Notes ❖ 5 Senses Physiology ❖ Brain Games - Attention & Perception ❖ 5 Senses Lab Stations ❖ Pain Physiology 	<p>1 Week</p>	<p>CC 1.2.11-12 A-D, G, I, J, & L CC 1.5.11-12 A-F CC.8.5.11-12.C, D, F, G, H, & J CC.8.6.11-12.A-I</p>	<p>1.1.9.A 1.1.9.B 1.1.9.C 1.1.9.D 1.6.12 A&B 8.3.12.A-D 8.4.12.A-D</p>
<p>Module 5: Freud for All - Personality, States of Consciousness, Sleep and Dreams</p> <ul style="list-style-type: none"> ❖ Personality Tests ❖ States of Consciousness ❖ CrashCourse - Consciousness, Dreams, and Altered States ❖ Sleep Science in Real Life (Circadian Rhythms) ❖ Hypnosis, Biofeedback, and Meditation ❖ Dreams and Dream Theory ❖ Opioid Crisis and Addiction 	<p>2 Weeks</p>	<p>CC 1.2.11-12 A-D, G, I, J, & L CC 1.5.11-12 A-F CC.8.5.11-12.C, D, F, G, H, & J CC.8.6.11-12.A-I</p>	<p>1.1.9.A 1.1.9.B 1.1.9.C 1.1.9.D 1.6.12 A&B 8.3.12.A-D 8.4.12.A-D</p>

<p>Module 6: Mental Health Issues & Psychological Disorders</p> <ul style="list-style-type: none"> ❖ Mental Health & Psychological Disorders ❖ Stress & Anxiety in Real Life (for teens) & Stress Relief ❖ Schizophrenia 	<p>1.5 Weeks</p>	<p>CC 1.2.11-12 A-D, G, I, J, & L CC 1.5.11-12 A-F CC.8.5.11-12.C, D, F, G, H, & J CC.8.6.11-12.A-I</p>	<p>1.1.9.A 1.1.9.B 1.1.9.C 1.1.9.D 1.6.12 A&B 8.3.12.A-D 8.4.12.A-D</p>
<p>Module 7: Values, Culture, and Norms</p> <ul style="list-style-type: none"> ❖ Intro to Sociology ❖ Culture, Symbols, Values, and Norms ❖ American Values ❖ Food & Culture 	<p>1.5 Weeks</p>	<p>CC 1.2.11-12 A-D, G, I, J, & L CC 1.5.11-12 A-F CC.8.5.11-12.C, D, F, G, H, & J CC.8.6.11-12.A-I</p>	<p>1.1.9.A 1.1.9.B 1.1.9.C 1.1.9.D 1.6.12 A&B 8.3.12.A-D 8.4.12.A-D</p>
<p>Module 8: Socialization</p> <ul style="list-style-type: none"> ❖ Socialization ❖ Socialization & Gender ❖ Socialization & Identity ❖ Resocialization ❖ How Do We Choose a Life Partner? 	<p>2 Weeks</p>	<p>CC 1.2.11-12 A-D, G, I, J, & L CC 1.5.11-12 A-F CC.8.5.11-12.C, D, F, G, H, & J CC.8.6.11-12.A-I</p>	<p>1.1.9.A 1.1.9.B 1.1.9.C 1.1.9.D 1.6.12 A&B 8.3.12.A-D 8.4.12.A-D</p>

<p>Module 9: Groups, Conformity, & Deviance</p> <ul style="list-style-type: none"> ❖ Types of Groups ❖ Interest vs. Pressure vs. Conflict ❖ Social Control & Groups ❖ Conformity and Nonconformity ❖ Institutes of Social Control ❖ Deviant vs. Deviance: Major ❖ Social Control, Crime, Deviance, & The American Dream 	<p>2 Weeks</p>	<p>CC 1.2.11-12 A-D, G, I, J, & L</p> <p>CC 1.5.11-12 A-F</p> <p>CC.8.5.11-12.C, D, F, G, H, & J</p> <p>CC.8.6.11-12.A-I</p>	<p>1.1.9.A</p> <p>1.1.9.B</p> <p>1.1.9.C</p> <p>1.1.9.D</p> <p>1.6.12 A&B</p> <p>8.3.12.A-D</p> <p>8.4.12.A-D</p>
<p>Module 10: Social Inequalities</p> <ul style="list-style-type: none"> ❖ Social Stratification ❖ Minorities vs. Majorities ❖ Social Class ❖ Global Societies ❖ Racism, Prejudice, and Discrimination ❖ Implicit Bias ❖ Ethnocentrism ❖ Diversity 	<p>3 Weeks</p>	<p>CC 1.2.11-12 A-D, G, I, J, & L</p> <p>CC 1.5.11-12 A-F</p> <p>CC.8.5.11-12.C, D, F, G, H, & J</p> <p>CC.8.6.11-12.A-I</p>	<p>1.1.9.A</p> <p>1.1.9.B</p> <p>1.1.9.C</p> <p>1.1.9.D</p> <p>1.6.12 A&B</p> <p>8.3.12.A-D</p> <p>8.4.12.A-D</p>

Teaching Strategies Utilized

Modeling
Direct Instruction
Student-Centered Instruction: Flipped Classroom
Differentiated Instruction
Instructional Technology
Cooperative Learning
Independent and Group Research
Problem and Inquiry Based Learning
Group and Individual Presentations

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<p>Module 1:Introduction to the Social Sciences</p> <p><i>The student will be able to:</i></p> <p>Define and Explain the Social Sciences</p> <p>Describe the major subfields of the individual social sciences.</p> <p>Identify the important role the social sciences play in society and individual lives</p> <p>Describe a minimum of 6 career opportunities and educational requirements within the social sciences.</p> <p>Explain the history of the social sciences (concentrating on psychology and sociology) and identify a minimum of six social scientists who made contributions to the fields.</p> <p>Describe the Sociological Perspective and relate it to everyday life experiences.</p> <p>Define sociological imagination and apply it to contemporary social problems.</p> <p>Define culture and material culture</p> <p>Compare and contrast culture and society</p> <p>Explain and give examples of the elements of culture: language, norms, values, and sanctions</p> <p>Describe and give examples of ethnocentrism</p> <p>Explain technology’s influence on culture</p> <p>Give examples of similarities and differences across global cultures</p>	<p>Mastery for all objectives</p>	<p>Teacher Designed Exercises and Activities</p> <p>Homework</p> <p>Class Discussion</p> <p>Small Group Work</p> <p>Get To Know You Activities</p> <p>Discussion Activity: What is civil discourse and how do we maintain meaningful and respectful discussions?</p> <p>Video and Journal: Lie to Me Episode – pilot - career paths for the social sciences.</p> <p>Famous Psychologist Project and Presentation</p> <p>E-Pal National and/or International Collaboration Project: What is my Culture and What does it look like?</p>	<p>Multiple Choice and Short Answer Quizzes</p> <p>Tests</p> <p>Graded Activities and Assignments</p> <p>Threaded Discussion Comments</p> <p>Participation in topic discussions</p> <p>Journal/Essay</p> <p>Project Product and Presentation</p>	<p>CC 1.2.11-12 A-D, G, I, J, & L</p> <p>CC 1.5.11-12 A-F</p> <p>CC.8.5.11 -12.C, D, F, G, H, & J</p> <p>CC.8.6.11 -12.A-I</p>	<p>1.1.9.A</p> <p>1.1.9.B</p> <p>1.1.9.C</p> <p>1.1.9.D</p> <p>1.6.12 A&B</p> <p>8.3.12.A -D</p> <p>8.4.12.A -D</p>

Resources/Materials

Selected Reading from Scholarly Journals, Magazines, News Articles, and Social Science Textbooks
Novels, Art, Poetry, and Podcasts
Worksheets and Graphic Organizers
American Sociological Association and AP Psychology Curriculum and Resources
21st Century Tool Integration: Flipgrid, Discussion Platforms (Canvas and Padlet), Graphic Organizer Websites (Canva),
E-Pals Collaborative Network, Google Tools, Prezi, StoryBoardThat, Quizizz, Kahoot, and ThingLink.

Interdisciplinary Relationships

Reading, Writing, Speaking, and Listening Activities
Family and Consumer Science – Balancing Family, Work, and Community Responsibility
Literature Circles – Fiction and Non-Fiction

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<p>Module 2: Research in the Social Sciences:</p> <p><i>The student will be able to:</i></p> <p>Define and identify the steps in the scientific method for social science research</p> <p>Explain and give examples of at least 5 data gathering methods</p> <p>Differentiate between quantitative and qualitative research</p> <p>Explain the importance of ethics in social science research</p> <p>Research, analyze and evaluate a piece of current research</p> <p>Identify the ethical standards social scientists follow during research with human and non-human participants</p> <p>Design a basic experiment</p>	<p>Mastery for all objectives</p>	<p>Teacher Designed Exercises and Activities</p> <p>Homework</p> <p>Class Discussion</p> <p>Current Research Speed Dating or Cocktail Party Activity</p> <p>Video: Stanford Prison Experiment</p> <p>Video Journal: Describe how the Stanford Prison Experiment showed the "power of the situation". Use specific examples from the experiment and interviews that followed. How did the situation transform the participants? How did it influence their lives outside of the experiment? How did research ethics play a role in this experiment?</p> <p>Video: Drive Me Crazy</p> <p>Video Journal: Identify a minimum of 15 examples of Data Gathering in the video. Explain and analyze the variety of sociological studies going on in the story.</p>	<p>Multiple Choice and Short Answer Quizzes</p> <p>Tests</p> <p>Graded Activities and Assignments</p> <p>Threaded Discussion Comments</p> <p>Participation in topic discussions</p> <p>Journal/Essay</p> <p>Project Product and Presentation</p>	<p>CC 1.2.11-12 A-D, G, I, J, & L</p> <p>CC 1.5.11-12 A-F</p> <p>CC.8.5.11 -12.C, D, F, G, H, & J</p> <p>CC.8.6.11 -12.A-I</p>	<p>1.1.9.A</p> <p>1.1.9.B</p> <p>1.1.9.C</p> <p>1.1.9.D</p> <p>1.6.12 A&B</p> <p>8.3.12.A -D</p> <p>8.4.12.A -D</p>
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<p>Module 3: Biological & Developmental Psychology:</p> <p><i>The student will be able to:</i></p> <p>Identify and explain the lobes and structures of the human brain.</p> <p>Identify the major divisions and subdivisions of the human nervous system.</p> <p>Identify the parts of a neuron and describe the basic process for neural transmission.</p> <p>Describe the effects of hormones on behavior and mental processes</p> <p>Describe the interactive effects of heredity (nature) and environment (nurture).</p> <p>Explain and give examples of the ages and stages of lifespan development.</p> <p>Explain the parts that intelligence, motivation, memory, genetics, and environment have on learning.</p> <p>List and describe the three main processes of the memory loop: encoding, storage, and retrieval.</p> <p>Describe the differences between working memory and long-term memory</p> <p>Describe the cognitive process involved in understanding information.</p>	<p>Mastery for all objectives</p>	<p>Teacher Designed Exercises and Activities</p> <p>Homework</p> <p>Class Discussion</p> <p>Small Group Work</p> <p>Webquest: http://thebrain.mcgill.ca/flash/index_d.htm</p> <p>Left Brain/Right Brain Inventories and analysis discussion with Alan Alda Video</p> <p>Reading and Writing Activity: Kids Discovery & The Brain</p> <p>Criminal Minds: Effects of frontal lobe damage on behavior.</p>	<p>Multiple Choice and Short Answer Quizzes</p> <p>Tests</p> <p>Graded Activities and Assignments</p> <p>Threaded Discussion Comments</p> <p>Participation in topic discussions</p> <p>Journal/Essay</p> <p>Project Product and Presentation</p>	<p>CC 1.2.11-12 A-D, G, I, J, & L</p> <p>CC 1.5.11-12 A-F</p> <p>CC.8.5.11-12.C, D, F, G, H, & J</p> <p>CC.8.6.11-12.A-I</p>	<p>1.1.9.A</p> <p>1.1.9.B</p> <p>1.1.9.C</p> <p>1.1.9.D</p> <p>1.6.12 A&B</p> <p>8.3.12.A-D</p> <p>8.4.12.A-D</p>
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Interdisciplinary Relationships					
<p>Reading, Writing, Speaking, and Listening Activities Family and Consumer Science – Balancing Family, Work, and Community Responsibility Literature Circles – Fiction and Non-Fiction</p>					

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<p>Module 4: Sensation & Perception <i>The student will be able to:</i></p> <p>Discuss the processes of sensation and perception and how they interact.</p> <p>Explain the concepts of threshold and adaptation as they pertain to pain.</p> <p>Describe the visual and auditory sensory systems.</p> <p>Describe the sensory systems: auditory, visual, olfactory, gustation, and somatosensation.</p>	<p>Mastery for all objectives</p>	<p>Teacher Designed Exercises and Activities</p> <p>Homework</p> <p>Class Discussion</p> <p>Small Group Work</p> <p>Powers of Perception: interact with various perception puzzles and document your results.</p> <p>Sensation Station Activity: EX: “blind” perception reactions and educated guesses</p>	<p>Multiple Choice and Short Answer Quizzes</p> <p>Tests</p> <p>Graded Activities and Assignments</p> <p>Threaded Discussion Comments</p> <p>Participation in topic discussions</p> <p>Journal/Essay</p> <p>Project Product and Presentation</p>	<p>CC 1.2.11-12 A-D, G, I, J, & L</p> <p>CC 1.5.11-12 A-F</p> <p>CC.8.5.11 -12.C, D, F, G, H, & J</p> <p>CC.8.6.11 -12.A-I</p>	<p>1.1.9.A</p> <p>1.1.9.B</p> <p>1.1.9.C</p> <p>1.1.9.D</p> <p>1.6.12 A&B</p> <p>8.3.12.A -D</p> <p>8.4.12.A -D</p>
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<p>Module 5: Freud for All - Personality, States of Consciousness, Sleep and Dreams</p> <p><i>The student will be able to:</i></p> <p>Describe the various theories of personality: Freud, Jung, and Rodgers.</p> <p>Explain Sigmund Freud’s Structure of Personality</p> <p>Explain the impact, heredity, environment, and culture have on personality.</p> <p>Describe the humanistic approach to personality.</p> <p>Explain at least two different personality tests and describe your personal results.</p> <p>Identify the states of consciousness.</p> <p>Distinguish between conscious processing and processing that happens without conscious awareness.</p> <p>Describe the sleep cycle.</p> <p>Compare theories about the functions of sleep and dreams.</p> <p>Describe and explain symptoms and treatment for a minimum of two sleep disorders</p> <p>Describe meditation, relaxation and hypnosis and their effects.</p>	<p>Mastery for all objectives</p>	<p>Teacher Designed Exercises and Activities</p> <p>Homework</p> <p>Class Discussion</p> <p>Small Group Work</p> <p>Jung’s Theory of Personality and Personal Analysis</p> <p>Video: Psycho</p> <p>Video Essay: Using Freud’s Structure of Personality, complete a psychoanalysis of Norman Bates and one other character. You are Freud!</p> <p>Dream Journal: My Dreams Analysis</p> <p>Video: Big Bang Theory: Sleep Deprivation episode</p> <p>Video Journal: Explain what happens to Sheldon’s thinking and reasoning skills the longer he goes without sleep.</p> <p>Worksheet Discussion: How does sleep affect performance?</p>	<p>Multiple Choice and Short Answer Quizzes</p> <p>Tests</p> <p>Graded Activities and Assignments</p> <p>Threaded Discussion Comments</p> <p>Participation in topic discussions</p> <p>Journal/Essay</p> <p>Project Product and Presentation</p>	<p>CC 1.2.11-12 A-D, G, I, J, & L</p> <p>CC 1.5.11-12 A-F</p> <p>CC.8.5.11 -12.C, D, F, G, H, & J</p> <p>CC.8.6.11 -12.A-I</p>	<p>1.1.9.A</p> <p>1.1.9.B</p> <p>1.1.9.C</p> <p>1.1.9.D</p> <p>1.6.12 A&B</p> <p>8.3.12.A -D</p> <p>8.4.12.A -D</p>
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Interdisciplinary Relationships					
<p>Reading, Writing, Speaking, and Listening Activities Family and Consumer Science – Balancing Family, Work, and Community Responsibility Literature Circles – Fiction and Non-Fiction</p>					

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<p>Module 6: Mental Health Issues & Psychological Disorders</p> <p><i>The student will be able to:</i></p> <p>Define psychologically abnormal behavior.</p> <p>Describe historical and cross-cultural views of abnormal behavior.</p> <p>Explain what the DSM-V is and how it is used by mental health professionals.</p> <p>Discuss how stigma relates to abnormal behavior</p> <p>Analyze the impact of psychological disorders on the individual, family, and society.</p> <p>Describe the classifications of psychological disorders</p> <p>Describe symptoms and causes of the major categories of psychological disorders including: schizophrenic, mood, anxiety, and personality disorders.</p> <p>Research and explore stress and anxiety in adolescence and current stress and anxiety management techniques.</p>	<p>Mastery for all objectives</p>	<p>Teacher Designed Exercises and Activities</p> <p>Homework</p> <p>Class Discussion</p> <p>Small Group Work</p> <p>Psychological Disorder Movie and Presentation: EX: Frankie & Alice, Written on the Bathroom Walls, and/or Lie to Me DID episode</p> <p>Video: Criminal Minds: Suspect Behavior: Schizophrenia Episode</p> <p>Video Journal: Describe the symptomatology and treatment options you see in the video. Diagnose the disorder using your observations.</p> <p>Project: Public Service Announcement video for specific disorder.</p>	<p>Multiple Choice and Short Answer Quizzes</p> <p>Tests</p> <p>Graded Activities and Assignments</p> <p>Threaded Discussion Comments</p> <p>Participation in topic discussions</p> <p>Journal/Essay</p> <p>Project Product and Presentation</p>	<p>CC 1.2.11-12 A-D, G, I, J, & L</p> <p>CC 1.5.11-12 A-F</p> <p>CC.8.5.11-12.C, D, F, G, H, & J</p> <p>CC.8.6.11-12.A-I</p>	<p>1.1.9.A 1.1.9.B 1.1.9.C 1.1.9.D 1.6.12 A&B 8.3.12.A-D 8.4.12.A-D</p>
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Interdisciplinary Relationships					
<p>Reading, Writing, Speaking, and Listening Activities Family and Consumer Science – Balancing Family, Work, and Community Responsibility Literature Circles – Fiction and Non-Fiction</p>					

Catasauqua Area School District
Course Title: Introduction to the Social Sciences
Grade Level: 11-12

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
<p>Module 7: Values, Culture, and Norms</p> <p><i>The student will be able to:</i></p> <p>Define Culture</p> <p>Compare and contrast culture and society</p> <p>Explain and give examples of the elements of culture: language, norms, values, and sanctions</p> <p>Differentiate between subcultures and countercultures</p> <p>Describe and give examples of ethnocentrism</p> <p>Explain what material culture is</p> <p>Explain technology’s influence on culture</p> <p>Give examples of similarities and differences across global cultures</p> <p>Explore how food reflects culture</p> <p>Analyze personal and societal “American” values</p>	Mastery for all objectives	<p>Teacher Designed Exercises and Activities</p> <p>Homework</p> <p>Class Discussion</p> <p>Small Group Work</p> <p>Material Culture/Pop Culture Project</p> <p>Food & Culture Gallery Walk Project</p> <p>E-Pal National and/or International Collaboration Project: What is my Culture and What does it look like?</p> <p>“Core American Values” Group Activity</p>	<p>Multiple Choice and Short Answer Quizzes</p> <p>Tests</p> <p>Graded Activities and Assignments</p> <p>Threaded Discussion Comments</p> <p>Participation in topic discussions</p> <p>Journal/Essay</p> <p>Project Product and Presentation</p>	<p>CC 1.2.11-12</p> <p>A-D, G, I, J, & L</p> <p>CC 1.5.11-12</p> <p>A-F</p> <p>CC.8.5.11 -12.C, D, F, G, H, & J</p> <p>CC.8.6.11 -12.A-I</p>	<p>1.1.9.A</p> <p>1.1.9.B</p> <p>1.1.9.C</p> <p>1.1.9.D</p> <p>1.6.12</p> <p>A&B</p> <p>8.3.12.A -D</p> <p>8.4.12.A -D</p>
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<p>Module 8: Socialization</p> <p><i>The student will be able to:</i></p> <p>Explain the socialization process</p> <p>Summarize the impact of isolation on children’s socialization and development</p> <p>Explain the Nature vs. Nurture debate</p> <p>Explain and analyze the research done on multiple births and relate it to the nature vs. nurture debate</p> <p>Compare and contrast the development of self-identity according to Cooley, Mead, and Piaget</p> <p>Explain the significance of gender roles and relate them to rites of passage</p> <p>Explain and give examples of the process and reasons behind resocialization</p> <p>Explain and discuss the components of personal identity</p> <p>Explore and analyze the relationship between socialization and identity</p>	<p>Mastery for all objectives</p>	<p>Teacher Designed Exercises and Activities</p> <p>Homework</p> <p>Class Discussion</p> <p>Small Group Work</p> <p>Small Group Activity: Twin Studies – Nature vs. Nurture:</p> <p>“My Perfect Mate” Project & Presentation</p> <p>Video: Remember The Titans and/or The Blindside</p> <p>Video Journal: Remember the Titans: Describe and Discuss a minimum of 15 examples of re-socialization from the story. Compare and contrast a character that successfully re-socializes with one that does not.</p> <p>The Blindside: How is nature versus nurture portrayed and Does the “American Dream” exist?</p>	<p>Multiple Choice and Short Answer Quizzes</p> <p>Tests</p> <p>Graded Activities and Assignments</p> <p>Threaded Discussion Comments</p> <p>Participation in topic discussions</p> <p>Journal/Essay</p> <p>Project Product and Presentation</p>	<p>CC 1.2.11-12</p> <p>A-D, G, I, J, & L</p> <p>CC 1.5.11-12</p> <p>A-F</p> <p>CC.8.5.11 -12.C, D, F, G, H, & J</p> <p>CC.8.6.11 -12.A-I</p>	<p>1.1.9.A</p> <p>1.1.9.B</p> <p>1.1.9.C</p> <p>1.1.9.D</p> <p>1.6.12 A&B</p> <p>8.3.12.A -D</p> <p>8.4.12.A -D</p>
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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
<p>Module 9: Groups, Conformity, & Deviance</p> <p><i>The student will be able to:</i></p> <p>Define Groups</p> <p>Describe at least four different types of groups and identify at least 4 groups you belong to</p> <p>Compare and contrast pressure, interest, and conflict groups</p> <p>Explain the function of the family as a kinship group and social institution</p> <p>Define social control and give examples within society</p> <p>Describe the four institutions of social control</p> <p>Explain the difference between informal and formal social controls</p> <p>Contrast conformity versus nonconformity and explain social control institutions, group membership, and societal influences on them.</p> <p>Describe the concept of GroupThink and apply it to your own life</p> <p>Define Deviance and relate it to Social Control</p> <p>Explain how Sociologists use the term deviance</p> <p>Explain the difference between minor and major deviant behaviors including examples of each</p> <p>Explain and cite examples of the varying perspectives and theories associated with deviance and crime</p> <p>Describe Merton’s theory of anomie and list adaptation people make</p> <p>Explain cultural transmission</p> <p>Define crime</p> <p>Explain the relationship between deviance, crime, and recidivism</p>	<p>Mastery for all objectives</p>	<p>Teacher Designed Exercises and Activities</p> <p>Homework</p> <p>Class Discussion</p> <p>What Are My Groups Activity</p> <p>Group Observation and Analysis</p> <p>Interest Group Project Presentation</p> <p>Group Think Blog: When in my life have I succumbed to a group think mentality?</p> <p>Journal Activity: How are the “American Dream”, deviance, and crime intertwined?</p> <p>Social Control & Deviance Music/Movie Project</p> <p>Discussion: Society, Conformity, and Deviance – What influence does society have on what is “socially acceptable behavior”? How does the media influence this?</p> <p>Video: Candid Camera & Conformity</p> <p>Movie: 10 Things I Hate About You and/or The Breakfast Club</p> <p>Discussion: Is conformity static?</p> <p>Breaking a Social Norm Activity.</p>	<p>Multiple Choice and Short Answer Quizzes</p> <p>Tests</p> <p>Graded Activities and Assignments</p> <p>Threaded Discussion Comments</p> <p>Participation in topic discussions</p> <p>Journal/Essay</p> <p>Project Product and Presentation</p>	<p>CC 1.2.11-12 A-D, G, I, J, & L</p> <p>CC 1.5.11-12 A-F</p> <p>CC.8.5.11-12.C, D, F, G, H, & J</p> <p>CC.8.6.11-12.A-I</p>	<p>1.1.9.A</p> <p>1.1.9.B</p> <p>1.1.9.C</p> <p>1.1.9.D</p> <p>1.6.12 A&B</p> <p>8.3.12.A -D</p> <p>8.4.12.A -D</p>

Explain the relationship between the “American dream” and deviant behavior					
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<p>Module 10: Social Inequalities</p> <p><i>The student will be able to:</i></p> <p>Identify the basic properties of minority and marginalized groups</p> <p>Differentiate between the biological significance of race and the social construction of race</p> <p>Define and Identify characteristics of the following systems of stratification: slavery, castes, estates, and social classes</p> <p>Examine social stratification from the conflict and functionalist perspectives</p> <p>Define the issues associated with culture and poverty</p> <p>Distinguish between prejudice and discrimination</p> <p>Identify and explain various forms of discrimination including: race, age, sexual orientation, gender, and socio-economic status</p> <p>Describe and discuss current and historical events involving inequality issues including but not limited to civil rights, voting rights, systemic racism, implicit bias, gender discrimination, Title IX, slavery, antisemitism, indigenous rights, police relations, mental health/illness, and poverty (socio-economics)</p>	<p>Mastery for all objectives</p>	<p>Teacher Designed Exercises and Activities</p> <p>Homework</p> <p>Small Group Work</p> <p>Large Group Activities.</p> <p>E-Pals International Collaboration Project: Social Stratification Around the World. What does it look like where YOU live?</p> <p>Title IX Project: What do YOU know about Title IX?</p> <p>Town Hall Meeting: For or Against Affirmative Action</p> <p>Video: The Contender</p> <p>Video Journal: Explain the discrimination that takes place during the film. Relate it to the culture and social stratification system in the United States</p> <p>Literature Circle Option: <i>Small, Great Things, All-American Boys and/or The Hate U Give.</i></p> <p>Roundtable Discussions: Current Events involving Social Inequalities</p>	<p>Multiple Choice and Short Answer Quizzes</p> <p>Tests</p> <p>Graded Activities and Assignments</p> <p>Threaded Discussion Comments</p> <p>Participation in topic discussions</p> <p>Journal/Essay</p> <p>Project Product and Presentation</p> <p>Literature Circle Questions and Discussion.</p>	<p>CC 1.2.11-12 A-D, G, I, J, & L</p> <p>CC 1.3.11-12 A-F & I</p> <p>CC 1.5.11-12 A-F</p> <p>CC.8.5.11-12.C, D, F, G, H, & J</p> <p>CC.8.6.11-12.A-I</p>	<p>1.1.9.A</p> <p>1.1.9.B</p> <p>1.1.9.C</p> <p>1.1.9.D</p> <p>1.6.12 A&B</p> <p>8.3.12.A -D</p> <p>8.4.12.A -D</p>

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