

Sociology / Grades 11 & 12 / Unit 1

| Subject | Grade | Unit | Suggested Timeline |
|-----------|-------|-------------------------------|--------------------|
| Sociology | 11-12 | 1 - Introduction to Sociology | 2 Weeks |

Grade Level Summary

This semester-long course will provide students with a foundational knowledge of the major concepts of sociology beginning with an introduction to the major theorists and theoretical perspectives. Students will then apply these theories to developmentally appropriate topics such as peer groups, group identities, crime and deviance, family and marriage in order to critically examine the social world. As students analyze the development, structure, and functioning of human society in the United States and other parts of the world, they will come to better understand themselves as well as the social processes that contribute to the global issues of the 21st century. Students will be encouraged to apply these understandings in their lives as they transition from high school to college and the labor force.

Grade Level Units

Unit 1 - Introduction to Sociology

Unit 2 - Culture and Society

Unit 3 - Social Interaction in Everyday Life

Unit 4 - Organization of Society

Unit 5 - The Family, Religion, Education and Health Care

Unit 6 - Social Inequalities

Unit Title

Introduction to Sociology

Unit Overview

This unit introduces students to the study of sociology and the sociological imagination. Students will understand the benefits of studying sociology and how content in sociology differs from that in other social sciences. They will think critically and examine social constructions of reality and their impact on human behavior. Students will also become familiar with the major theoretical perspectives and learn about methods of sociological research.

Unit Essential Questions

1. What are the main beliefs/principles of sociology?
2. What major contributions to modern sociological theory have each of the founders of sociology made?
3. How does someone conduct sociological research, and what steps are necessary to ensure scientific relevancy/accuracy?

Key Understandings

1. The sociological perspective focuses on social structure and how people interact within a group or society.
2. There are three major theoretical perspectives which help us better understand social behavior and its consequences.
3. Sociology is studied in a scientific manner following tried and true methods that can be influenced by outside factors such as gender.

Focus Standards Addressed in the Unit (National Standards for High School Sociology, American Sociological Association)

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| 1.1 | Students will identify sociology as a scientific field of inquiry . |
| 1.2 | Students will compare and contrast the sociological perspective and how it differs from other social sciences. |
| 1.3 | Students will evaluate the strengths and weaknesses of the major methods of sociological research. |
| 1.4 | Students will identify, differentiate among, and apply a variety of sociological theories . |

Important Standards Addressed in the Unit

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| 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.11-12.10 | By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently. |

Misconceptions

1. Sociology consists of subjective discussions based on personal beliefs and opinions regarding social topics and issues.
2. Sociologists are interested in how individuals interact with each other.

Proper Conceptions

1. Sociology is a social science based on objective research and empirical evidence acquired via the scientific method.
2. Sociologists focus on the macro-level patterns of how groups of individuals interact in social relationships.

Concepts

1. Sociological perspective
2. Sociological imagination
3. Three major theoretical perspectives
4. Scientific method

Competencies

1. Students will be able to describe the sociological perspective and relate it to everyday life experiences and to contemporary social issues.
2. Students will be able to define sociological imagination and apply it to social problems.
3. Students will be able to explain the three major theoretical perspectives in sociology.
4. Students will be able to define and identify the basic steps of the scientific method.
5. Students will be able to explain the importance of ethics in sociological research.

Vocabulary

Sociology, social structure, perspective, sociological perspective, sociological imagination, conformity, social marginality, positivism, social statics, social dynamics, bourgeoisie, capitalist, proletariat, class conflict, mechanical solidarity, organic solidarity, *verstehen*, rationalization, theoretical perspectives,

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| | | functionalism, manifest function, latent function, dysfunction, conflict perspective, power, symbolic interactionism, dramaturgy, data, survey, population, sample, representative sample, questionnaire, interview, closed-ended questions, open-ended questions, secondary analysis, field research, case study, participant observation, causation, multiple causation, quantitative variable, qualitative variable, independent variable, dependent variable, intervening variable, correlation, spurious correlation, scientific method, hypothesis, ethics, informed consent, validity, reliability, objectivity, overgeneralization, gender blindness, double standard |
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Assessments

- Reading assignments from text and primary sources/case studies
- Class discussion
- Entrance/exit tickets
- Collins writing prompts
- Kahoot and Poll Everywhere
- Quizzes and unit test
- Project-based assessments

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

3a *Communicating with students* – Display and refer to essential question at the beginning of each class period; help students apply sociological principles to their lives and career interests; point out areas of common misconceptions; determine students' prior content knowledge.

3b *Questioning/discussion techniques* – Ask students open-ended, higher-order questions; give students adequate wait time to respond to questions; use popsicle sticks with students' names to encourage all students to participate in class discussion; encourage students to invite their classmates into discussion so

the instructor can act as mediator (not leader) of class discussion; small group discussion with talking points/goals provided by instructor.

3c Engaging students in learning – Give students managed choices when possible; ask students to compare and contrast appropriate concepts; jigsaw activities; learning stations; use summarizing activities that encourage students to reflect on what they have learned; use historically significant and modern case studies; use a variety of student groupings (e.g. random, ability-based, mixed-ability, student-selected, etc.) depending on the learning task.

3d Using assessment in instruction – Entrance/exit tickets; tech tools like Kahoot and Poll Everywhere; Collins writing prompts; quizzes and unit tests; projects based assessments; timely feedback for all assessments; students self-grade and peer-grade using rubrics when appropriate; instructor should regularly circulate the classroom to monitor and offer constructive feedback on students' written work and discussions.

3e Flexibility and responsiveness – Incorporate current events when they are relevant to the course; be prepared to present information in different ways to ensure that all students understand important concepts; be willing to seize on teachable moments; be prepared to adjust plans due to unforeseen circumstances.

Differentiation:

- Varied student grouping (e.g. random, ability-based, mixed-ability, student-selected, etc.)
 - Guided lecture/note-taking (audio-visual presentations)
 - Graphic organizers
 - Video clips
 - Student choice to work individually or with a partner when appropriate
 - Formative assessments to guide instruction
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Interdisciplinary Connections:

Science - Scientific Method

World Cultures/Economics - Karl Marx

U.S. History - Jane Addams

Additional Resources:

Society: The Basics by John J. Macionis

Teacher constructed power points

Online educational video clips

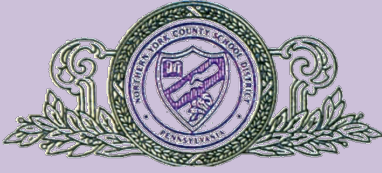
Documentary films highlighting sociological concepts

Primary Source documents

Current event, and academically focused articles

Created By:

A. Green Gautam, and Kaitlin Bonner



Sociology / Grades 11 & 12 / Unit 2

| Subject | Grade | Unit | Suggested Timeline |
|-----------|-------|-------------------------|--------------------|
| Sociology | 11-12 | 2 - Culture and Society | 2 Weeks |

Grade Level Summary

This semester-long course will provide students with a foundational knowledge of the major concepts of sociology beginning with an introduction to the major theorists and theoretical perspectives. Students will then apply these theories to developmentally appropriate topics such as peer groups, group identities, crime and deviance, family and marriage in order to critically examine the social world. As students analyze the development, structure, and functioning of human society in the United States and other parts of the world, they will come to better understand themselves as well as the social processes that contribute to the global issues of the 21st century. Students will be encouraged to apply these understandings in their lives as they transition from high school to college and the labor force.

Grade Level Units

Unit 1 - Introduction to Sociology

Unit 2 - Culture and Society

Unit 3 - Social Interaction in Everyday Life

Unit 4 - Organization of Society

Unit 5 - The Family, Religion, Education and Health Care

Unit 6 - Social Inequalities

Unit Title

Culture and Society

Unit Overview

The unit introduces students to the core concepts of culture and society. Students will gain a better understanding of culture and sub-culture, and how American and other societies function. Students will recognize ethnocentrism and cultural relativity, as they exist in a society. They will critically evaluate American values.

Unit Essential Questions

1. What are the different components of culture?
2. How does culture impact individuals?
3. How do subcultures vary from the larger cultures?
4. Why does a lack of sensitivity and understanding lead to culture shock and ethnocentrism?

Key Understandings

1. Culture consists of the knowledge, values, customs, and physical objects that are created by humans and transmitted from one generation to the next.
2. Certain expectations, values, beliefs and patterns of behavior are impacted by one's culture.
3. Subcultures exist within a larger culture but have distinct differences which distinguish it from the larger culture.
4. People tend to internalize their own culture and judge other cultures against their own.

Focus Standards Addressed in the Unit

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| 2.1 | Students will describe the components of culture . |
| 2.2 | Students will analyze how culture influences individuals, including themselves. |
| 2.4 | Students will assess how social institutions and cultures change and evolve . |

Important Standards Addressed in the Unit

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| CCSS.ELA-LITERACY.RH.11-12.10 | By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently. |
| 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. |

Misconceptions

1. All cultures are different.
2. It is not necessary to understand other cultures.
3. American values are best.

Proper Conceptions

1. There are similarities between cultures regarding elements of culture; however, the way in which those elements are expressed can be varied.
2. By discussing, analyzing, & critically examining other cultures individuals can gain a deeper understanding of their own culture & an appreciation for the way other cultures work. In the ever increasing interdependence of today’s world, it is necessary to be aware of cultural norms, mores, & values.
3. American values are primarily what guides and shapes our view of the world; however, there is nothing that makes them better than another cultures’ it is what we are used to and how we already view the world. g

Concepts

1. Society versus culture
2. Elements of culture
3. Subcultures and countercultures
4. Ethnocentrism
5. American values

Competencies

1. Students will be able to compare and contrast society and culture. They will be able to indicate that culture consists of the elements of culture whereas society refers to individuals who share a given culture.
2. Students will be able to differentiate between and identify the following elements of a culture: knowledge, language, values, customs, and physical objects.
3. Students will be able to differentiate between subcultures and countercultures and give examples of each.

Vocabulary

culture, material culture, nonmaterial culture, custom, tradition, value, law, religion, technology, social organizations, government & economics, communication, society, symbols, culture shock, language, cultural transmission, norms, mores, folkways, artifacts, hunting gathering, pastoralism, agriculture, horticulture, industry, postindustrial

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| | <p>4. Students will be able to describe what it means to be ethnocentric and give examples.</p> <p>5. Student will be able to discuss American cultural values such as individualism, equality, punctuality, informality, and directness.</p> | <p>information, high culture, popular culture, subculture, ethnocentrism, cultural relativism, multiculturalism, counter culture, cultural integration, cultural lag, sociobiology</p> |
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Assessments

- Reading assignments from text and primary sources/case studies
- Class discussion
- Entrance/exit tickets
- Collins writing prompts
- Kahoot and Poll Everywhere
- Quizzes and unit test
- Project-based assessments
- Research project on culture as it relates to American society

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction

3a *Communicating with students* – Display and refer to essential question at the beginning of each class period; help students apply sociological principles to their lives and career interests; point out areas of common misconceptions; determine students' prior content knowledge.

3b *Questioning/discussion techniques* – Ask students open-ended, higher-order questions; give students adequate wait time to respond to questions; use popsicle sticks with students' names to encourage all students to participate in class discussion; encourage students to invite their classmates into discussion so the instructor can act as mediator (not leader) of class discussion; small group discussion with talking points/goals provided by instructor.

3c *Engaging students in learning* – Give students managed choices when possible; ask students to compare and contrast appropriate concepts; jigsaw activities; learning stations; use summarizing activities that encourage students to reflect on what they have learned; use historically significant and modern case studies; use a variety of student groupings (e.g. random, ability-based, mixed-ability, student-selected, etc.) depending on the learning task.

3d *Using assessment in instruction* – Entrance/exit tickets; tech tools like Kahoot and Poll Everywhere; Collins writing prompts; quizzes and unit tests; projects based assessments; timely feedback for all assessments; students self-grade and peer-grade using rubrics when appropriate; instructor should regularly circulate the classroom to monitor and offer constructive feedback on students' written work and discussions.

3e *Flexibility and responsiveness* – Incorporate current events when they are relevant to the course; be prepared to present information in different ways to ensure that all students understand important concepts; be willing to seize on teachable moments; be prepared to adjust plans due to unforeseen circumstances.

Differentiation:

- Varied student grouping (e.g. random, ability-based, mixed-ability, student-selected, etc.)
- Guided lecture/note-taking (audio-visual presentations)
- Graphic organizers

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- Video clips
 - Student choice to work individually or with a partner when appropriate
 - Formative assessments to guide instruction
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Interdisciplinary Connections:

World Cultures - Elements of culture, ethnocentrism

U.S. History - American values such as rugged individualism

Additional Resources:

Society: The Basics by John J. Macionis

Teacher constructed power points

Online educational video clips

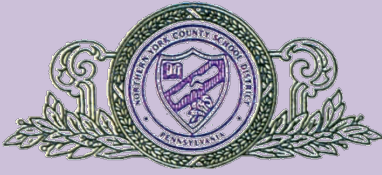
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Primary Source documents

Current event, and academically focused articles

Created By:

A. Green Gautam, and Kaitlin Bonner



Sociology / Grades 11 & 12 / Unit 3

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|-----------------------------|-----------------------|--|--------------------------------------|
| Subject Sociology | Grade 11-12 | Unit 3 - Social Interaction in Everyday Life | Suggested Timeline 2 Weeks |
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Grade Level Summary

This semester-long course will provide students with a foundational knowledge of the major concepts of sociology beginning with an introduction to the major theorists and theoretical perspectives. Students will then apply these theories to developmentally appropriate topics such as peer groups, group identities, crime and deviance, family and marriage in order to critically examine the social world. As students analyze the development, structure, and functioning of human society in the United States and other parts of the world, they will come to better understand themselves as well as the social processes that contribute to the global issues of the 21st century. Students will be encouraged to apply these understandings in their lives as they transition from high school to college and the labor force.

Grade Level Units

Unit 1 - Introduction to Sociology

Unit 2 - Culture and Society

Unit 3 - Social Interaction in Everyday Life

Unit 4 - Organization of Society

Unit 5 - The Family, Religion, Education and Health Care

Unit 6 - Social Inequalities

Unit Title

Social Interaction in Everyday Life

Unit Overview

This unit addresses the need for students to understand themselves and their interpersonal relationships with others. Students will examine how social interactions shape their personalities and roles. They will understand how we define and reconstruct our social reality, which will help them think critically about the social roles we acquire throughout our lives.

Unit Essential Questions

1. What are the ways and means by which individuals are socialized?
2. How do various theorists explain the development of the social self?
3. How do sociologists examine social interaction?
4. What factors impact social interaction?

Key Understandings

1. Socialization begins before birth and continues throughout life.
2. There are different theories regarding the socialization of the self.
3. Sociologists examine social interactions by looking at status, role, emotions, motivation, expectations, communication, gender and humor.
4. Social interaction is impacted by role performance and social statuses.

Focus Standards Addressed in the Unit

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| 3.2 | Students will explain the process of the social construction of the self . |
| 3.1 | Students will describe the process of socialization across the life course . |

Important Standards Addressed in the Unit

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|-------------------------------|---|
| 2.2 | Students will analyze how culture influences individuals , including themselves. |
| CCSS.ELA-LITERACY.RH.11-12.10 | By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently. |
| 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. |

Misconceptions

1. Social statuses are not important and limiting.
2. Everyone is an individual who chooses what to do without influence of others.
3. People just know how to act in situations. If they don't know, they do whatever they want to do.

Proper Conceptions

1. Social statuses are essential for understanding the view of self & the view others have of self. This enables the entire social structure to work and provides a consistent foundation for expectations, behaviors & social interactions.
2. Individual actions are learned & conform to societal expectations.
3. Everyday situations in which we interact with others are shaped by our expectations of that situation and by what we have been socialized to expect as appropriate behavior in that environment. If not sure what to do, people will look to others for social cues as to how to navigate the new situation.

Concepts

1. Self-identity
2. Statuses
3. Roles
4. Social constructs

Competencies

1. Students will compare and contrast the development of self-identify as described by Cooley, Mead, and Piaget.
2. Students will give their own examples of ascribed, achieved, and master statuses.
3. Students will explain and analyze how roles and statuses change over the course of a lifetime.
4. Students will analyze humor and gender as social constructs.

Vocabulary

social interaction, status, status set, ascribed status, achieved status, master status, role set, role conflict, role strain, compartmentalizing, role exit, social construction of reality, Thomas theorem, ethnomethodology, dramaturgical analysis, presentation of self, nonverbal communication, body language, demeanor, personal space, idealize, embarrassment, tact, conventional,

Assessments

- Reading assignments from text and primary sources/case studies
- Class discussion
- Entrance/exit tickets
- Collins writing prompts
- Kahoot and Poll Everywhere
- Quizzes and unit test
- Reflective essay on how students' personalities and roles have been shaped by social interactions
- Project-based assessments

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

3a Communicating with students – Display and refer to essential question at the beginning of each class period; help students apply sociological principles to their lives and career interests; point out areas of common misconceptions; determine students' prior content knowledge.

3b Questioning/discussion techniques – Ask students open-ended, higher-order questions; give students adequate wait time to respond to questions; use popsicle sticks with students' names to encourage all students to participate in class discussion; encourage students to invite their classmates into discussion so the instructor can act as mediator (not leader) of class discussion; small group discussion with talking points/goals provided by instructor.

3c Engaging students in learning – Give students managed choices when possible; ask students to compare and contrast appropriate concepts; jigsaw activities; learning stations; use summarizing activities that encourage students to reflect on what they have learned; use historically significant and modern case studies; use a variety of student groupings (e.g. random, ability-based, mixed-ability, student-selected, etc.) depending on the learning task.

3d Using assessment in instruction – Entrance/exit tickets; tech tools like Kahoot and Poll Everywhere; Collins writing prompts; quizzes and unit tests; projects based assessments; timely feedback for all assessments; students self-grade and peer-grade using rubrics when appropriate; instructor should regularly circulate the classroom to monitor and offer constructive feedback on students' written work and discussions.

3e Flexibility and responsiveness – Incorporate current events when they are relevant to the course; be prepared to present information in different ways to ensure that all students understand important concepts; be willing to seize on teachable moments; be prepared to adjust plans due to unforeseen circumstances.

Differentiation:

- Varied student grouping (e.g. random, ability-based, mixed-ability, student-selected, etc.)
- Guided lecture/note-taking (audio-visual presentations)
- Graphic organizers
- Video clips
- Student choice to work individually or with a partner when appropriate
- Formative assessments to guide instruction

Interdisciplinary Connections:

English – Reflective essay

Science – Social Darwinism

Psychology- development, socialization studies, self-concept

Marketing- Selling self and understanding clientele

Additional Resources:

Society: The Basics by John J. Macionis

Teacher constructed power points

Online educational video clips

Documentary films highlighting sociological concepts

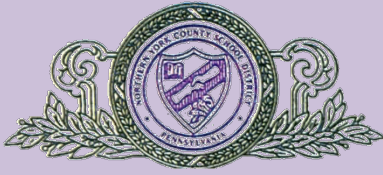
Primary Source documents

Current event, and academically focused articles

Case studies on isolated children: Anna, Isabelle and Genie

Created By:

A. Green Gautam, and Kaitlin Bonner



Sociology / Grades 11 & 12 / Unit 4

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|-----------------------------|-----------------------|--|--------------------------------------|
| Subject Sociology | Grade 11-12 | Unit 4 - Organization of Society | Suggested Timeline 3 Weeks |
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Grade Level Summary

This semester-long course will provide students with a foundational knowledge of the major concepts of sociology beginning with an introduction to the major theorists and theoretical perspectives. Students will then apply these theories to developmentally appropriate topics such as peer groups, group identities, crime and deviance, family and marriage in order to critically examine the social world. As students analyze the development, structure, and functioning of human society in the United States and other parts of the world, they will come to better understand themselves as well as the social processes that contribute to the global issues of the 21st century. Students will be encouraged to apply these understandings in their lives as they transition from high school to college and the labor force.

Grade Level Units

Unit 1 - Introduction to Sociology

Unit 2 - Culture and Society

Unit 3 - Social Interaction in Everyday Life

Unit 4 - Organization of Society

Unit 5 - The Family, Religion, Education and Health Care

Unit 6 - Social Inequalities

Unit Title

Organization of Society

Unit Overview

This unit addresses students' need to understand the organization of society into groups at local, national, and global levels. Students will examine how they are socialized by groups and how they also influence groups and formal organizations. Although most individuals conform to group identities, deviance and crime occur.

Unit Essential Questions

1. How do groups function as units of society?
2. What types of social interaction are basic to groups?
3. How are formal organizations and bureaucracy related?
4. What is the concept of social control?
5. What are the various theories of deviant behavior occurs?

Key Understandings

1. Groups influence both the lives of their members and the societies in which the groups exist.
2. Cooperation, conflict, social exchange, coercion and conformity are types of social interaction basic to all groups.
3. Formal organizations dominate society, especially American society, and are mostly organized in a bureaucratic model.
4. Social control is a way of promoting conformity to norm and can happen internally and externally.
5. There are various theories regarding why deviant behavior occurs.

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Focus Standards Addressed in the Unit

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| 3.3 | Students will examine the social construction of groups and their impact on the life chances of individuals. |
| 4.2 | Students will analyze the effects of social inequality on groups and individuals. |
| 3.1 | Students will describe the process of socialization across the life course. |

Important Standards Addressed in the Unit

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| 2.4 | Students will assess how social institutions and cultures change and evolve. |
| CCSS.ELA-LITERACY.RH.11-12.10 | By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently. |

Misconceptions

1. People do not need other people.
2. Groups take a long time to form.
3. There is only one way to lead.
4. People who conform are weak minded.
5. The only way for organizations to progress in today's society is to become more bureaucratic.

Proper Conceptions

1. Even the most introverted person needs social contact & interaction with groups. This is how learning, growing & understanding of society takes place.
2. Groups can form from one significant event that is particularly emotional or important. Length of time together is not a necessity.
3. Leadership can follow many different methods: Authoritarian, Democratic or Laissez-faire.
4. Studies, including those of Milgram and Asche, have shown that human beings are predisposed to following others and group conformity. This has nothing to do with the strength or intelligence of this individual.
5. Increasing bureaucratization of society leads to inefficiency and problems at different levels. Other cultures have shown effective models of progress economically and structurally that do not rely on bureaucratization.

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| Concepts | Competencies | Vocabulary |
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| <ol style="list-style-type: none"> 1. Primary and secondary groups 2. Social control 3. Conformity 4. Deviance 5. Bureaucracy | <ol style="list-style-type: none"> 1. Students will compare and contrast primary and secondary groups and give examples of each. 2. Students will provide examples of formal and informal social control. 3. Students will explain and analyze the experiments of Asch and Milgram on conformity. 4. Students will list and describe five adaptations people make according to Merton's strain theory of deviance. 5. Students will explain and analyze the elements and problems of a bureaucracy. | <p>social group, category, crowd, primary group, secondary group, personal orientation, goal orientation, instrumental leadership, expressive leadership, groupthink, reference group, anticipatory socialization, in-group, out-group, dyad, triad, heterogeneous groups, network, formal organizations, normative organizations, voluntary associations, coercive organizations, utilitarian organizations, tradition, rationality, rationalization, bureaucracy, dehumanize, alienation, bureaucratic ritualism, bureaucratic inertia, oligarchy, bureaucratic bloat, self managed work team, nepotism, McDonaldization</p> |

Assessments

- Reading assignments from text and primary sources/case studies
- Class discussion
- Entrance/exit tickets
- Collins writing prompts
- Kahoot and Poll Everywhere
- Quizzes and unit test
- Project-based assessments

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

3a *Communicating with students* – Display and refer to essential question at the beginning of each class period; help students apply sociological principles to their lives and career interests; point out areas of common misconceptions; determine students' prior content knowledge.

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students to participate in class discussion; encourage students to invite their classmates into discussion so the instructor can act as mediator (not leader) of class discussion; small group discussion with talking points/goals provided by instructor.

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3d Using assessment in instruction – Entrance/exit tickets; tech tools like Kahoot and Poll Everywhere; Collins writing prompts; quizzes and unit tests; projects based assessments; timely feedback for all assessments; students self-grade and peer-grade using rubrics when appropriate; instructor should regularly circulate the classroom to monitor and offer constructive feedback on students' written work and discussions.

3e Flexibility and responsiveness – Incorporate current events when they are relevant to the course; be prepared to present information in different ways to ensure that all students understand important concepts; be willing to seize on teachable moments; be prepared to adjust plans due to unforeseen circumstances.

Differentiation:

- Varied student grouping (e.g. random, ability-based, mixed-ability, student-selected, etc.)
 - Guided lecture/note-taking (audio-visual presentations)
 - Graphic organizers
 - Video clips
 - Student choice to work individually or with a partner when appropriate
 - Formative assessments to guide instruction
-

Interdisciplinary Connections:

Geography – formal organizations in different parts of the world

Marketing – business groups and organizations

Government - groups and voting behavior

Additional Resources:

Society: The Basics by John J. Macionis

Teacher constructed power points

Online educational video clips

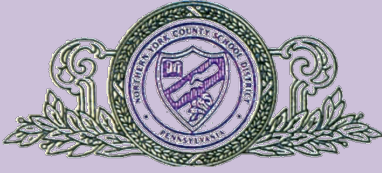
Documentary films highlighting sociological concepts

Primary Source documents

Current event, and academically focused articles

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Sociology / Grades 11 & 12 / Unit 5

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|-----------------------------|-----------------------|--|--------------------------------------|
| Subject Sociology | Grade 11-12 | Unit 5 - The Family, Religion, Education and Health Care | Suggested Timeline 4 Weeks |
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Grade Level Summary

This semester-long course will provide students with a foundational knowledge of the major concepts of sociology beginning with an introduction to the major theorists and theoretical perspectives. Students will then apply these theories to developmentally appropriate topics such as peer groups, group identities, crime and deviance, family and marriage in order to critically examine the social world. As students analyze the development, structure, and functioning of human society in the United States and other parts of the world, they will come to better understand themselves as well as the social processes that contribute to the global issues of the 21st century. Students will be encouraged to apply these understandings in their lives as they transition from high school to college and the labor force.

Grade Level Units

Unit 1 - Introduction to Sociology

Unit 2 - Culture and Society

Unit 3 - Social Interaction in Everyday Life

Unit 4 - Organization of Society

Unit 5 - The Family, Religion, Education and Health Care

Unit 6 - Social Inequalities

Unit Title

The Family, Religion, Education and Health Care

Unit Overview

This unit introduces students to four important social institutions: family, religion, education and health care. Students will think critically about how these social institutions affect individuals and how individuals shape them in return. Students will understand that these social institutions are dependent on humans to carry them on from one generation to the next.

Unit Essential Questions

1. What are family units and how do they differ around the world and within the United States?
2. How do sociologists analyze family units, and what trends can be found in United States families?
3. What is religion and how does it impact society?
4. What purpose does education serve?
5. What does health care reflect about society?

Key Understandings

1. Family units vary based upon culture, technology and economics. The priorities of keeping track of those units vary from culture to culture.
2. Sociologists analyze family units using paradigms. Within the United States some trends can be determined about families based upon class position, race, ethnicity and gender.
3. Religions, regardless of their beliefs, legitimates the structure of society, promotes social unity, and provides a sense of meaning and belonging.
4. Education is a major institution for transmitting

- knowledge and skills as well as norms and values.
- Health care and people's well being depends upon a society's technology and distribution of resources.

Focus Standards Addressed in the Unit

| | |
|-----|---|
| 2.3 | Students will evaluate important social institutions and how they respond to social needs. |
| 2.4 | Students will assess how social institutions and cultures change and evolve . |
| 3.1 | Students will describe the process of socialization across the life course. |
| 4.3 | Students will explain the relationship between social institutions and inequality. |

Important Standards Addressed in the Unit

| | |
|-------------------------------|--|
| CCSS.ELA-LITERACY.RH.11-12.10 | By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently. |
| 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.11-12.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| 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. |

Misconceptions

- There is one definition of family which is universal.
- Education is purely academic and pertains to knowledge and cognitive development.
- Education provides the opportunity for equality and advancement in society.
- Healthcare is viewed the same around the world.

Proper Conceptions

- The definitions and expectations of a family unit are dependent upon society and can change over time.
- Functions of schooling include socialization, social placement, social integration, and innovation.
- Social-conflict analysis points out that schooling perpetuates social inequality based on class, race and gender.
- In some countries healthcare is viewed as a commodity, which individuals pay for; whereas

in other countries healthcare is viewed as a right that governments should offer equally to everyone.

Concepts

1. Family system
2. Religions
3. Education systems
4. Health care system

Competencies

1. Students will explain and analyze differences in the family unit across the world. Students will also explain and analyze family patterns within the United States, and explain the challenges to family life in America today.
2. Students will explain how sociologists examine religion and its impact on society. Students will analyze religion using paradigms, and explain and analyze the variations within the organization of religions.
3. Students will analyze education in the United States including its necessity, public opinion, attempts at improvement and access for everyone.
4. Students will analyze the United States health care system and compare it to other nations. Students will identify and analyze ethical dilemmas that are a part of the health care system.

Vocabulary

Family, Kinship, Family unit, Marriage, Extended family, Nuclear family, Endogamy, Exogamy, Monogamy, Polygamy, Descent, Incest taboo, Homogamy, Cohabitation, Profane, Sacred, Religion, Faith, Totem, Liberation theology, Church, Ecclesia, Denomination, Sect, Charisma, Cult, Animism, Religiosity, Secularization, Civil religion, Religious fundamentalism, Schooling, Tracking, Credentialism, Functional illiteracy, Medicine, Health, Social epidemiology, Euthanasia, Holistic medicine, Socialized medicine, Direct-fee system, Health maintenance organization, Sick role

Assessments

- Reading assignments from text and primary sources/case studies
- Class discussion
- Entrance/exit tickets
- Collins writing prompts
- Kahoot and Poll Everywhere
- Quizzes and unit test
- Project-based assessments
- I-Search paper on family, religion, education or health care in another country

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

3a Communicating with students – Display and refer to essential question at the beginning of each class period; help students apply sociological principles to their lives and career interests; point out areas of common misconceptions; determine students' prior content knowledge.

3b Questioning/discussion techniques – Ask students open-ended, higher-order questions; give students adequate wait time to respond to questions; use popsicle sticks with students' names to encourage all students to participate in class discussion; encourage students to invite their classmates into discussion so the instructor can act as mediator (not leader) of class discussion; small group discussion with talking points/goals provided by instructor.

3c Engaging students in learning – Give students managed choices when possible; ask students to compare and contrast appropriate concepts; jigsaw activities; learning stations; use summarizing activities that

encourage students to reflect on what they have learned; use historically significant and modern case studies; use a variety of student groupings (e.g. random, ability-based, mixed-ability, student-selected, etc.) depending on the learning task.

3d *Using assessment in instruction* – Entrance/exit tickets; tech tools like Kahoot and Poll Everywhere; Collins writing prompts; quizzes and unit tests; projects based assessments; timely feedback for all assessments; students self-grade and peer-grade using rubrics when appropriate; instructor should regularly circulate the classroom to monitor and offer constructive feedback on students' written work and discussions.

3e *Flexibility and responsiveness* – Incorporate current events when they are relevant to the course; be prepared to present information in different ways to ensure that all students understand important concepts; be willing to seize on teachable moments; be prepared to adjust plans due to unforeseen circumstances.

Differentiation:

- Varied student grouping (e.g. random, ability-based, mixed-ability, student-selected, etc.)
 - Guided lecture/note-taking (audio-visual presentations)
 - Graphic organizers
 - Video clips
 - Student choice to work individually or with a partner when appropriate
 - Formative assessments to guide instruction
-

Interdisciplinary Connections:

Psychology - The Bobo Doll Experiment

Geography - family structures, religions around the world

English - I-Search paper

History - religious-based conflicts

Additional Resources:

Society: The Basics by John J. Macionis

Teacher constructed power points

Online educational video clips

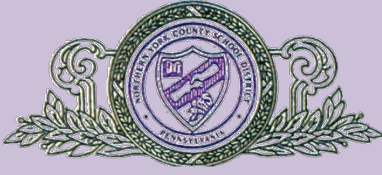
Documentary films highlighting sociological concepts

Primary Source documents

Current event, and academically focused articles

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Sociology / Grades 11 & 12 / Unit 6

| Subject | Grade | Unit | Suggested Timeline |
|-----------|-------|-------------------------|--------------------|
| Sociology | 11-12 | 6 - Social Inequalities | 3 weeks |

Grade Level Summary

This semester-long course will provide students with a foundational knowledge of the major concepts of sociology beginning with an introduction to the major theorists and theoretical perspectives. Students will then apply these theories to developmentally appropriate topics such as peer groups, group identities, crime and deviance, family and marriage in order to critically examine the social world. As students analyze the development, structure, and functioning of human society in the United States and other parts of the world, they will come to better understand themselves as well as the social processes that contribute to the global issues of the 21st century. Students will be encouraged to apply these understandings in their lives as they transition from high school to college and the labor force.

Grade Level Units

Unit 1 - Introduction to Sociology

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Unit 4 - Organization of Society

Unit 5 - The Family, Religion, Education and Health Care

Unit 6 - Social Inequalities

Unit Title

Social Inequalities

Unit Overview

This unit introduces students to systems of social stratification. Students will learn about social inequality and the factors that contribute to it in the United States and the world. Students will focus specifically on the concepts of privilege, power, racial and ethnic inequality, class inequality, and gender inequality. This understanding, coupled with students' learning from previous units, will help them analyze and consider potential responses to social issues on individual, local, societal and global scales.

Unit Essential Questions

1. How are race and ethnicity different?
2. What happens in society where there are differences in race and ethnicity?
3. Why is social stratification beneficial to society?
4. How is gender discrimination reflected in the legal and economic systems?

Key Understandings

1. Race involves biological traits, whereas ethnicity is based upon cultural heritage.
2. Prejudice and racism are societal results of the variety in race and ethnicity. Different methods exist for various groups to coexist: pluralism, assimilation, segregation and genocide.
3. Social stratification is necessary for the order and existence of a society.
3. Although much has improved, discrimination against women is still seen most clearly in the areas of economics, law, and politics.

| Focus Standards Addressed in the Unit | |
|--|--|
| 4.1 | Students will identify common patterns of social inequality . |
| 4.2 | Students will analyze the effects of social inequality on groups and individuals. |
| 4.3 | Students will explain the relationship between social institutions and inequality . |
| 4.4 | Students will assess responses to social inequality . |

| Important Standards Addressed in the Unit | |
|--|---|
| CCSS.ELA-LITERACY.RH.11-12.10 | By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently. |
| CCSS.ELA-LITERACY.RH.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). |
| CCSS.ELA-LITERACY.RH.11-12.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |

| Misconceptions | Proper Conceptions |
|--|---|
| 1. Racism and ethnicity are the same thing. | 1. Racism is based on biological traits whereas ethnicity is based on shared cultural heritage. |
| 2. Almost everyone is middle class today in the United States. | 2. There are a small amount of people who are upper class and over 20% of people are lower class (living at or below the poverty line). |
| 3. It is easy to move from one social class to the next. | 3. Mobility is common in the United States; however, there are only small changes from one generation to the next. |
| 4. The wage gap is a made up concept. | 4. On average, women earn about 75% as much as men. This disparity stems from differences in jobs and family responsibilities, as well as discrimination. |

| Concepts | Competencies | Vocabulary |
|---------------------------------|---|---|
| 1. Systems of stratification | 1. Students will create diagram of the system of social stratification in the United States, and explain the possibility for and challenges of social mobility. | Privilege, Power, Race, Ethnicity, Prejudice, Racism, Scapegoat, Discrimination, Institutional prejudice and discrimination, Pluralism, Assimilation, |
| 2. Racial and ethnic inequality | 2. Students will explain the differences between race and ethnicity and describe factors that contribute to racial and ethnic inequality. | Miscegenation, Segregation, Genocide, Slavery, Castes, |
| 3. Majority and minority groups | 3. Students will identify the existence of inequality | |
| 4. Gender inequality | | |

| | | |
|--|--|---|
| | between majority and minority groups. 4. Students will analyze graphs and data related to labor force, wages and women in politics. | Poverty, Minority, Sexism, Sex discrimination, Sexual Harassment |
|--|--|---|

Assessmentsg

- Reading assignments from text and primary sources/case studies
- Class discussion
- Entrance/exit tickets
- Collins writing prompts
- Kahoot and Poll Everywhere
- Quizzes and unit test
- Project-based assessments
- Formal discussion on the existence of inequality and discrimination and ways of solving the issue
- Case study analysis and response paper based upon teacher-made rubric

Suggested Strategies to Support Design of Coherent Instruction

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-
- Video clips
 - Student choice to work individually or with a partner when appropriate
 - Formative assessments to guide instruction
-

Interdisciplinary Connections:

Political Science- privilege and power
English- racial/gender roles in literature
Science- Darwinism

Additional Resources:

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Teacher constructed power points
Online educational video clips
Documentary films highlighting sociological concepts
Primary Source documents
Current event, and academically focused articles

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