

<b>Course Title – Sociology</b>	
<b>Implement start year – 2018-2019</b>	
<b>Revision Committee Members, email, extension – Ron Jensen, <a href="mailto:RJensen@lrhdsd.org">RJensen@lrhdsd.org</a>, ext 8559</b> <b>Al Dirkes, <a href="mailto:Adirkes@lrhdsd.org">Adirkes@lrhdsd.org</a> , ext 8789</b>	
<b>Unit # , topic – Unit 3, Social Inequality</b>	
<b>Transfer Goal –</b> Students will be able to independently use their learning to analyze how biological & social factors, or identification as a member in a group can affect an individual's involvement in a society.	
<b>Stage 1 – Desired Results</b>	
<p style="text-align: center;"><b><u>Established Goals</u></b></p> <p style="text-align: center;"><b>2009 NJCCC Standard(s), Strand(s)/CPI #</b> (<a href="http://www.nj.gov/education/cccs/2009/final.htm">http://www.nj.gov/education/cccs/2009/final.htm</a>)</p> <p style="text-align: center;"><b>Common Core Curriculum Standards for Math and English</b> (<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)</p> <p><b>ASA National Standards for Sociology</b></p> <p>4.1 Students will identify common patterns of social inequality.</p> <p>4.2 Students will analyze the effects of social inequality on groups and individuals.</p> <p>4.3 Students will explain the relationship between social institutions and inequality.</p> <p>4.4 Students will assess responses to social inequality.</p> <p>NJCCC 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	<p style="text-align: center;"><b><u>21<sup>st</sup> Century Themes</u></b> ( <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a> )</p> <p><input checked="" type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Health Literacy</p> <p><input type="checkbox"/> Environmental Literacy</p> <p style="text-align: center;"><b><u>21<sup>st</sup> Century Skills</u></b></p> <p><i>Learning and Innovation Skills:</i></p> <p><input checked="" type="checkbox"/> Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i></p> <p><input checked="" type="checkbox"/> Information Literacy</p> <p><input checked="" type="checkbox"/> Media Literacy</p> <p><input type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i></p>

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><b>Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</b></p>	
<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i>  there are many types of inequalities around the world and a variety of explanations for their existence.</p> <p><i>EU 2</i>  social class in the United States is a driving force of inequality that can affect a person’s health, values, politics, &amp; family life.</p> <p><i>EU 3</i>  gender divisions are a source of inequality that are continually changing with society's approach to their given roles.</p> <p><i>EU 4</i>  race and ethnicity are socially constructed categories from which a continuum of prejudice and discrimination emerge.</p> <p><i>EU 5</i>  as more people are living longer lives in modern societies, how a people treat their elderly toward to the end of life can be a reflection of values and inequalities inherent in the culture at large.</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Is it human nature to divide people by their differences? Is it possible to have an un-stratified society?</li> <li>• Is there an acceptable amount of ‘unfairness’ in society?</li> <li>• Are some political-economic systems more just and equitable than others?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• To what extent is the US a meritocracy? Does the ‘American Dream’ still exist?</li> <li>• Which divisions present the biggest problems for our society-ethnic, socio-economic, or gender?</li> <li>• What obligations does a society have to care for its disadvantaged populations?</li> <li>• Are the goals of the the upper, middle, and lower classes in our society compatible with one another?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• Since gender roles are a cultural construct, can the concept of gender be re-imagined? Will there always be gender-based discrimination?</li> <li>• Is a total equality of the sexes possible in the US? What about in more traditional societies?</li> </ul>

	<ul style="list-style-type: none"> <li>• Why do many people resist pressure for change regarding gender inequality?</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• What are the most effective ways to address racial discrimination in schools, in the workplace, and in society in general?</li> <li>• Should the goal for US society be pluralism or assimilation?</li> <li>• Does 'American' represent an ethnic identity? If not, can it someday in the future?</li> <li>• How much racial prejudice is attributable to socioeconomic inequalities?</li> </ul> <p><i>EU 5</i></p> <ul style="list-style-type: none"> <li>• How should society respond to the changing demographics of more people living longer lives?</li> <li>• Which country in the world has the best approach to care for the elderly?</li> <li>• In what ways can sociology differ in its explanation of aging?</li> <li>• Should a dying person be allowed to decide when and how to end their own life?</li> </ul>
<p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• what stratification is and the types that exist.</li> <li>• ideological explanations of stratification.</li> <li>• the impact technology now has on stratification in the world.</li> <li>• the attempts to remedy stratification and their effectiveness.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• how income and wealth are distributed in America.</li> <li>• the ways in which socioeconomic class is broken down within American society.</li> <li>• the general effects socioeconomic class has on aspects of life.</li> <li>• efforts by governments and other programs to help the poor and to reduce poverty in the US.</li> <li>• how social mobility occurs and its prevalence in America.</li> <li>• the ways in which poverty affects people in America.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• how to look at gender divisions as a social construction.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to . . .</i></p> <ul style="list-style-type: none"> <li>• Analyze and draw inferences from primary sources</li> <li>• Recognize bias and interpret different points of view</li> <li>• Compare and contrast the credibility of differing ideas</li> <li>• Develop questions and plan investigations that apply sociological concepts and tools</li> <li>• Gather, evaluate, and use resources and evidence</li> <li>• Communicate conclusions and take informed action</li> </ul>

<ul style="list-style-type: none"> <li>• the ways in which gender behaviors are a part of the socialization process.</li> <li>• the ways in which gender is a historically institutionalized form of stratification.</li> <li>• the effects of the feminist movement on gender stratification.</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• how race is a social construction and where it comes from.</li> <li>• how to differentiate between prejudice and discrimination.</li> <li>• the four models of racial and ethnic interaction.</li> <li>• the changes that have occurred in “de jure” and “de facto” racial inequalities in the United States.</li> <li>• the legal and social efforts to reduce prejudice and discrimination.</li> </ul> <p><i>EU 5</i></p> <ul style="list-style-type: none"> <li>• the changing age demographics of modern societies.</li> <li>• how the United States and other country institutionally care for the elderly.</li> <li>• the programs the United States has in place dedicated to elderly care.</li> <li>• the sociological interpretations of aging.</li> <li>• what euthanasia is and how/where it is practiced.</li> </ul>	
<p><b>Stage 2 – Assessment Evidence</b></p>	
<p><b>Other Recommended Evidence:</b> <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Presentations</li> <li>• Research Projects</li> </ul>	

## Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

### Stratification

- Read and discuss selected sociology work defining and explaining stratification. (A)
- Compare and contrast systems of stratification around the world. (A,M)
- Explain the negative impact of each type of stratification on society (not just the individual). (A,M)
- Argue for Modernization theory or Dependency theory as an explanation for global stratification. (A, M)
- Find one example of stratification in the South Jersey/Philadelphia region for each: gender, socioeconomic, racial/ethnic, or age (T)
- Identify three societies that have very little stratification (gender, socioeconomic, racial/ethnic, or age) and explain the reasons for it. (T)
- Create a list of occupations and rate their importance within our society, then compare that rated importance to the compensation society gives to people working in those occupations. (M,T)
- Play a “Titanic” survival decision game and evaluate selections for chosen survivors (found on ASA website). (M,T)
- Evaluate the accuracy of the Davis-Moore theory of social stratification. (M)

### Social Class

- Listen to/read and discuss the “Is the American Dream Dead?” episode of Freakonomics (A, M)
- Create graphs and charts showing income and wealth distribution in the United States (A)
- Use statistical data to compare socioeconomic status to education, employment, health, and political values (A,M)
- Complete a “hidden knowledge of social class” questionnaire and discuss the values and knowledge inherent in each class specific questions (A,M)
- Divide the students randomly into income level and divide classroom resources and treats proportionally by wealth to illustrate the disparity in income inequality in the US. Instructions for this exercise can be found online at [asanet.org](http://asanet.org) under ‘Income Inequality’. (M)
- Debate the effectiveness of welfare programs in the United States. (A,M)
- Read and discuss excerpts “Nickel and Dimed” (A,M)
- Read and compare memoirs of people living in poverty domestically and abroad. (A,M)
- Analyze print and video advertising for messages about desired lifestyles and life aspirations. (M)
- Create a hypothetical social program to remediate the inequalities amongst social classes in the United States (M,T)

### Gender

- Students identify the gender of a person based on a description that lacks gender pronouns, discuss results. (M)
- Read and discuss explanations of how a society defines gender. (A)
- Examine and analyze how one’s own concept of gender has been impacted by family, peers, and mass media. (M)
- Analyze the male-female disparity in elected positions in our government and explain what implications that has. (M,T)
- Complete the Bem Scale survey on sex roles. Reflect on and discuss the results. (M,T)
- Read the “Giving Tree” as is and with reverse pronouns and judge the character. Compare the character judgements. (M)

- Analyze magazine advertisement for messages about gender norms. (A,M)
- View “Summer Lovin” from *Grease* and discuss the conflicting messages. (M)
- Read and discuss “Rape Culture” by Dianna Herman. (A)
- View Youtube videos of “Promposals” and describe the gender norms contained within (A,M)
- Conduct “Leadership, Gender, and the Invisible Ceiling” experiment. (M)
- Create a timeline of influential feminists and the feminist movement in the US. (A)
- Evaluate the impact of and perception of modern feminism in the US. (M)

#### Race

- Create a chart that differentiates between prejudice and discrimination, generalizations and stereotypes. (A)
- View and discuss excerpts from Jane Elliot’s *A Class Divided*.(M)
- Describe the historical use and influence of eugenics in the US and Europe. (A, M)
- Examine the factors for ethnic discrimination throughout US history (ie Africans, the Irish, Italians, Chinese, Middle Easterners). (A,M)
- Identify examples of subtle/‘hidden’ racism in popular culture (television shows, movies, music). (A,M)
- Display examples of situations where discrimination has been legally outlawed but prejudice in society still exists. (A,M)
- Examine lyrics and poetry for how artists communicate messages about race through their medium. (M)
- Find historical examples in the US of institutional prejudice and discrimination and explain how they impacted a group of people. (A,M)
- Find historical examples around the world of pluralism, assimilation, segregation, and genocide. (A)
- Role-play situations of de jure and de facto segregation to explain the differences and impact of each. (M,T)
- Create a virtual museum dedicated to a specific group’s struggle against racism and discrimination. (M,T)
- Evaluate the most effective government and non-governmental programs to address racial prejudice and discrimination. (T)
- View and discuss the Doll Study for Racial self-hate.(M,)
- Read and discuss Peggy McIntosh’s “White Privilege” (M,)
- View and discuss excerpts from Tim Wise’s “White Like Me” (M,)

#### Elderly

- Investigate reasons for the “graying of the United States” (A,M)
- Use statistical information to correlate socio economic status with degree and frequency of health problems in older age brackets. (A,M)
- Compare and contrast how different types of societies (hunter gathering, agrarian, industrial, & post-industrial) value their elderly. (A,M)
- View popular magazine for frequency and types of depictions of elderly contained within. (M)
- Use statistical information to compare socio economic status of elderly with the quality of care they receive in the latter stages of living. (A,M)
- Conduct an interview with a hospice worker about their experiences with terminally ill patients and their families. (M,T)
- Create a cartoon story-board that tells the story of an elderly person through the lens of different theoretical explanations of the meaning of aging. (M)
- Go to Social Security website and discuss the FAQ section. i.e. why are those questions there and what are people visiting that website being told about the future of Social Security. (A,M)
- Compare the ‘Caregiver Resources’ on the AARP website with the Japan Aging Research Center and explain how each addresses the needs of the elderly. (M)
- Research corporate bereavement policies and make observations about culture based on your research. (M,T)

- Investigate how different cultures treat rituals surrounding death and draw conclusions about the cultures from those rituals (M,T)
- Research a care facility specifically geared toward end of life care and write a “report card” and areas in need of improvement based on your research. (M)
- Debate the use of euthanasia. (M)