



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Sociology Curriculum

Course Description: An elective course centered on the behavior of people in groups and society. Topics included are perspectives in sociology, culture, socialization, social institutions, social interaction, groups, deviance, social change, collective behavior, and competition in society. Activities include sociological research, group activities and simulations, as well as standard testing.

The standards used to develop this course come from the [American Sociological Association](#) and are thus denoted with an identifier of ASA throughout the document. They strategically overlap with the inquiry-based College, Career, & Civic Life (C3) framework developed by the [The National Council for the Social Studies](#) and address four domains: 1) The Sociological Perspective and Methods of Inquiry, 2) Social Structure: Culture, Institutions, and Society, 3) Social Relationships: Self, Groups, and Socialization, and 4) Stratification and Inequality. As such, this course is designed with inquiry as a central driver for every unit of learning.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
1 week	1: Foundations of Sociology	Topic 1: Thinking Like a Sociologist Topic 2: Examining Our Social World
3.5 weeks	2: Culture	Topic 1: Building Blocks of Culture Topic 2: Cultural Similarities Topic 3: Cultural Variations Topic 4: Cultural Change
3 weeks	3: Socialization	Topic 1: Theories of Self Development Topic 2: Agents of Socialization Topic 3: Socialization Across the Lifespan Topic 4: Deviance & Conformity

4.5 weeks	4: Social Institutions	Topic 1: Family & Aging Topic 2: Education Topic 3: Government & Economy Topic 4: Health & Medicine Topic 5: Religion Topic 6: Groups
4 weeks	5: Stratification	Topic 1: Social Class Topic 2: Race & Ethnicity Topic 3: Gender Roles Topic 4: Social Movements

Unit 1: Foundations of Sociology

Subject: Sociology

Grade: 10-12

Name of Unit: Foundations of Sociology

Length of Unit: 5 blocks

Overview of Unit: In this unit, students will explore the foundational elements of sociology, focusing on research methodologies, perspectives, and the sociological imagination. The unit begins by delving into diverse research methodologies employed in sociology, including quantitative and qualitative approaches. Students will learn the principles and applications of survey methods, experiments, interviews, participant observation, and content analysis. Emphasis will be placed on understanding when and how each method is best utilized for investigating social phenomena. Moving on, the unit introduces major sociology perspectives such as functionalism, conflict theory, symbolic interactionism, and feminist theory. Students will examine how these frameworks offer distinct lenses through which sociologists analyze and interpret societal structures and interactions. The unit concludes by exploring the concept of sociological imagination, encouraging students to connect personal experiences to broader social issues, fostering a deeper understanding of the interplay between individual lives and the larger social context.

Unit 1 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question: ***How have the foundational concepts and historical roots of sociology shaped its evolution as a discipline, and in what ways do these foundational elements continue to influence contemporary sociological perspectives and research methodologies?***

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit: (noted as ASA.D.# for American Sociological Association [ASA] and Domain number [D])

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

Essential Questions:

1. How does sociology establish itself as a scientific discipline, and what methods define its inquiry into social phenomena?
2. What distinguishes the sociological perspective from other social sciences, and how do these differences shape our understanding of human behavior and society?
3. How do the strengths and weaknesses of sociological research methods impact the quality and reliability of our insights into social phenomena?
4. How can students identify, differentiate among, and apply various sociological theories to enhance their understanding of social phenomena?

Enduring Understanding/Big Ideas:

1. Sociology establishes its scientific identity through systematic empirical investigation.
2. The sociological perspective and the sociological imagination: enrich our understanding of human behavior and society.
3. The effectiveness of sociological insights into social phenomena is intricately tied to a nuanced evaluation of research methods, with their inherent strengths and weaknesses shaping the depth, reliability, and quality of our understanding.
4. Proficiency in sociology involves the ability to recognize, distinguish, and apply diverse sociological theories, fostering a nuanced comprehension of social phenomena by leveraging the analytical frameworks provided by these theoretical perspectives.

Unit Vocabulary:

Academic Cross-Curricular Words		Content/Domain Specific	
• Bourgeoisie • Generalization • Globalization • Integration • Objectivity • Perspectives • Proletariat • Replication • Revolution	• Segregation • Sexism • Society • Stereotypes • Subjective • Symbol • Technology • Theory • Values	• Applied Sociology • Basic Sociology • Conflict Theory • Functionalism • Dysfunction • Functional Analysis • Latent Function • Manifest Function • Micro/Macro Analysis • Phenomena • Positivism	• Power Elite • Symbols • Social Facts • Social Integration • Social Location • Sociological Perspective • Sociology • Symbolic Interaction • <i>Verstehen</i> • Field Research • Interviews • Surveys

Unwrapped Priority Standards:

Priority Standard ASA.D.1.1: Students will identify sociology as a scientific field of inquiry.	
Learning Targets	Webb's DOK Level
	Bloom's Level
<u>1.1.1 Scientific method:</u> Students will identify the steps in the scientific method.	1
	Understand
<u>1.1.2 Hypotheses:</u> Students will describe the use of hypotheses in sociological research.	1
	Understand
<u>1.1.3 Independent and dependent variables:</u> Students will define independent and dependent variables and differentiate between the two in sociology research.	2
	Apply
<u>1.1.4 Scientific study of society:</u> Students will explain to what extent sociological research impacts society.	3
	Analyze
Priority Standard ASA.D.1.2: Students will compare and contrast the sociological perspective and how it differs from other social sciences.	
Learning Targets	Webb's DOK Level
	Bloom's Level
<u>1.2.1 Impact of social context on human behavior:</u> Students will compare, evaluate, and illustrate the four contemporary sociological perspectives (functionalist, conflict, symbolic-interactionist, feminist).	4
	Evaluate
<u>1.2.2 Social construction of reality:</u> Students will explain how individuals present themselves and perceive themselves in a social context.	3
	Analyze

1.2.3 <u>Sociological imagination</u> : Students will describe how and why the sociological imagination helps to explain society.	4
	Evaluate
Priority Standard ASA.D.1.3: Students will evaluate the strengths and weaknesses of the major methods of sociological research.	
Learning Targets	Webb's DOK Level
	Bloom's Level
1.3.1 <u>Surveys and interviews</u> : Students will identify and describe the use of surveys and interviews in sociological research.	1
	Understand
1.3.2 <u>Experiments</u> : Students will identify and describe the use of experiments in sociological research.	1
	Understand
1.3.3 <u>Observations</u> : Students will identify and describe the use of observations in sociological research.	1
	Understand
1.3.4 <u>Content analysis</u> : Students will identify and describe the use of content analysis in sociological research.	1
	Understand
1.3.5 <u>Research ethics</u> : Students will investigate the importance of ethical guidelines in scientific research.	3
	Analyze
Priority Standard ASA.D.1.4: Students will identify, differentiate among, and apply a variety of sociological theories.	
Learning Targets	Webb's DOK Level
	Bloom's Level

1.4.1 <u>Functionalist perspective</u> : Students will examine the ways the functionalist perspective is used to explain society and social institutions.	3
	Analyze
1.4.2 <u>Conflict theory</u> : Students will examine the ways the conflict perspective is used to explain society and social institutions.	3
	Analyze
1.4.3 <u>Symbolic interaction</u> : Students will examine the ways the symbolic-interactionist perspective is used to explain society and social institutions.	3
	Analyze

Engaging Scenario

An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario: 1-2 Blocks

Assessment option 1: [Sociologist dinner party project](#)

- Directions: Write a “Story” or create a narrative describing the dinner. You can also create a cartoon or storyboard of your dinner. Your story should include:
- The reasons you picked the 3 sociologists
- Background information and ideas/beliefs of the sociologist
- Conversation topics at dinner
- 3 specific questions you wanted to ask each sociologist
- 1 thing you hope to learn from each sociologist
- 1-2 pages in length (If you are doing a cartoon or storyboard or something else, please make sure you include all the information above. Also, one page of writing=About 500 words)

Assessment option 2: Quiz Question examples:

Which of the following best describes sociology as a subject?

- a. The study of individual behavior
- b. The study of cultures
- c. The study of society and social interaction
- d. The study of economics

A sociologist defines society as a group of people who reside in a defined area, share a culture, and who:

- a. interact
- b. work in the same industry
- c. speak different languages
- d. practice a recognized religion

Which founder of sociology believed societies changed due to class struggle?

- a. Emile Comte
- b. Karl Marx
- c. Plato
- d. Herbert Spencer

Which of these theories is most likely to look at the social world on a micro level?

- a. Structural functionalism
- b. Conflict theory
- c. Positivism
- d. Symbolic interactionism

Who coined the phrase symbolic interactionism?

- a. Herbert Blumer
- b. Max Weber
- c. Lester F. Ward
- d. W. I. Thomas

Which research technique would most likely be used by a symbolic interactionist?

- a. Surveys
- b. Participant observation
- c. Quantitative data analysis
- d. None of the above

The 1st step of the scientific method:

- a. Collect and analyze data
- b. Summarize the articles
- c. Ask a question about a topic
- d. Create a hypothesis

Why is choosing a random sample an effective way to select participants?

- a. Participants do not know they are part of a study
- b. The researcher has no control over who is in the study
- c. It is larger than an ordinary sample
- d. Everyone has the same chance of being part of the study

Which best describes the results of a case study?

- a. It produces more reliable results than other methods because of its depth
- b. Its results are not generally applicable
- c. It relies solely on secondary data analysis
- d. All of the above

This Engaging Scenario should help students answer the **Unit Compelling Question: *How have the foundational concepts and historical roots of sociology shaped its evolution as a discipline, and in what ways do these foundational elements continue to influence contemporary sociological perspectives and research methodologies?***

Topic 1: Thinking Like a Sociologist

Engaging Experience 1

Title: How do humans make decisions?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard ASA.D.1.2: Students will compare and contrast the sociological perspective and how it differs from other social sciences.

Learning Targets	Webb's DOK Level
	Bloom's Level
<u>1.2.1 Impact of social context on human behavior:</u> Students will compare, evaluate, and illustrate the four contemporary sociological perspectives (functionalist, conflict, symbolic-interactionist, feminist).	4
	Evaluate
<u>1.2.2 Social construction of reality:</u> Students will explain how individuals present themselves and perceive themselves in a social context.	3
	Analyze
<u>1.2.3 Sociological imagination:</u> Students will describe how and why the sociological imagination helps to explain society.	4
	Evaluate

Priority Standard ASA.D.1.4: Students will identify, differentiate among, and apply a variety of sociological theories.

Learning Targets	Webb's DOK Level
	Bloom's Level
<u>1.4.1 Functionalist perspective:</u> Students will examine the ways the functionalist perspective is used to explain society and social institutions.	3
	Analyze

1.4.2 <u>Conflict theory</u> : Students will examine the ways the conflict perspective is used to explain society and social institutions.	3
	Analyze
1.4.3 <u>Symbolic interaction</u> : Students will examine the ways the symbolic-interactionist perspective is used to explain society and social institutions.	3
	Analyze

Detailed Description/Instructions:

Ethical Dilemmas at Sea: The Lifeboat Conundrum—Students will be presented with a scenario of a sinking ship at sea with limited room on a lifeboat. The people come from all different walks of life, have different traits, abilities, and backgrounds. Students will explore the concept of the sociological imagination by determining who is ‘saved’ and who is set adrift wearing a lifejacket. For a lesson example, see [this link](#).

Topic 2: Examining Our Social World

Engaging Experience 1

Title: What About Culture Draws Your Sociological Inquiry, and How Would You Engage?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard ASA.D.1.1: Students will identify sociology as a scientific field of inquiry.

Learning Targets	Webb's DOK Level
	Bloom's Level
<u>1.1.1 Scientific method:</u> Students will identify the steps in the scientific method.	1
	Understand
<u>1.1.2 Hypotheses:</u> Students will describe the use of hypotheses in sociological research.	1
	Understand
<u>1.1.3 Independent and dependent variables:</u> Students will define independent and dependent variables and differentiate between the two in sociology research.	2
	Apply
<u>1.1.4 Scientific study of society:</u> Students will explain to what extent sociological research impacts society.	3
	Analyze

Priority Standard ASA.D.1.3: Students will evaluate the strengths and weaknesses of the major methods of sociological research.

Learning Targets	Webb's DOK Level
	Bloom's Level
<u>1.3.1 Surveys and interviews:</u> Students will identify and describe the use of surveys and interviews in sociological research.	1
	Understand

1.3.2 <u>Experiments</u> : Students will identify and describe the use of experiments in sociological research.	1
	Understand
1.3.3 <u>Observations</u> : Students will identify and describe the use of observations in sociological research.	1
	Understand
1.3.4 <u>Content analysis</u> : Students will identify and describe the use of content analysis in sociological research.	1
	Understand
1.3.5 <u>Research ethics</u> : Students will investigate the importance of ethical guidelines in scientific research.	3
	Analyze

Detailed Description/Instructions: Global Cultural Dive: Explore, Engage, Uncover—Students will assume that they are allowed to do fieldwork and research in any part of the world, and answer the following questions: ●What aspect of a culture or society would you want to study? ●What activities of that culture would you want to engage in? ●Why? ●What type of sociology research would you use? (Surveys, Observations, Experiments, Interviews)

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1 Thinking Like a Sociologist	How do humans make decisions?	<u>Ethical Dilemmas at Sea: The Lifeboat Conundrum</u> —Students will engage in a scenario involving a sinking ship with limited space on a lifeboat. They'll consider diverse individuals with varied backgrounds and traits, exploring sociological imagination by deciding who is saved and who wears a lifejacket.	1-2 blocks
2 Examining our Social World	What About Culture Draws Your Sociological Inquiry, and How Would You Engage?	<u>Global Cultural Dive: Explore, Engage, Uncover</u> —Students will envision conducting fieldwork anywhere in the world, focusing on a particular aspect of culture or society, engaging in relevant activities, and selecting a suitable research method from surveys, observations, experiments, or interviews.	1-2 blocks
Engaging Scenario: Students provide responses that reveal their answer(s) to the <u>Unit Compelling Question:</u> <i>How have the foundational concepts and historical roots of sociology shaped its evolution as a discipline, and in what ways do these foundational elements continue to influence contemporary sociological perspectives and research methodologies?</i> Assessment Option 1: Sociologist dinner party project Assessment Option 2: Quiz (example questions listed above)			1-2 blocks

Unit 2: Culture

Subject: Sociology

Grade: 10-12

Name of Unit: Culture

Length of Unit: 17 blocks

Overview of Unit: In this unit on culture within the field of sociology, students will delve into the fundamental aspects that shape and define societies. The exploration begins with an in-depth examination of culture, encompassing the shared beliefs, customs, and practices that characterize human groups. The unit progresses to an analysis of norms, the unwritten rules that guide behavior, and values, the underlying principles that societies collectively hold dear. Students will explore how societies employ sanctions, both positive and negative, to enforce adherence to cultural norms and values. A significant focus will be on the dynamic nature of culture, including the forces and mechanisms that drive cultural change. The unit also addresses the richness of cultural diversity, exploring how various societies express unique identities through language, rituals, and symbols. By the end of the unit, students will gain a profound understanding of the intricate tapestry of human culture and its profound influence on social structures and interactions.

Unit 2 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question: ***How does the study of culture in sociology contribute to our understanding of social norms, identity formation, and group dynamics within societies?***

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit: (noted as ASA.D.# for American Sociological Association [ASA] and Domain number [D])

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

Essential Questions:

1. What are the key components of culture, and how do they contribute to shaping the beliefs, values, and behaviors within a society?

2. How does culture exert influence on individuals, including self-reflection, shaping their identities, values, and behaviors?
3. How do social institutions and cultures undergo change and evolution, and what factors contribute to these dynamic transformations over time?

Enduring Understanding/Big Ideas:

1. Culture comprises distinct components that intricately shape the beliefs, values, and behaviors within a society, highlighting the profound influence of shared symbols, norms, and traditions in fostering a collective identity and guiding social interactions.
2. Culture plays a pivotal role in shaping individual identities, values, and behaviors, influencing self-reflection and contributing to the intricate tapestry of personal and collective experiences.
3. Social institutions and cultures are dynamic entities that undergo continuous change and evolution, shaped by a complex interplay of internal and external factors, influencing the fabric of societies over time.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific	
• Community • Culture • Diffusion • Emotions • Gender • Law • Life-course • Mass Media • Morality • Nature • Nurture • Peer • Personality • Religion • Sanction • Technology • Theory	• Relativism • Resocialization • Role (Conflict, Strain) • Sociologists • Status (Master, Inconsistency, Set) • Subculture • Superego • Symbols • Taboos • Thomas Theorem • Total Institution • Value Cluster • Value Contradiction • Achieved / Ascribed Status • Adulthood • Agents Of Socialization	• Counterculture • Cultural Lag • Cultural Leveling • Degradation Ceremony • Dramaturgy • Ego • Ethnocentrism • Feral / Isolated Children • Folkway • <i>Gemeinschaft / Gesellschaft</i> • Gender Role • Gender Socialization • ID • Language • Looking Glass Theory • Non-Material/Material Culture • Norms, Values, Mores

Unwrapped Priority Standards:

Priority Standard ASA.D.2.1: Students will describe the components of culture.	
Learning Targets	Webb's DOK Level
	Bloom's Level
<u>2.1.1 Nonmaterial culture, including norms and values:</u> Students will differentiate between elements of nonmaterial culture including societal norms, values, and beliefs.	3
	Analyze
<u>2.1.2 Material culture:</u> Students will analyze and interpret material culture, discerning the significance of tangible artifacts, objects, and symbols in shaping societal norms, values, and beliefs.	3
	Analyze
<u>2.1.3 Subcultures:</u> Students will assess various subcultures and their impacts on societal norms, values, and beliefs.	4
	Evaluate
Priority Standard ASA.D.2.2: Students will analyze how culture influences individuals, including themselves.	
Learning Targets	Webb's DOK Level
	Bloom's Level
<u>2.2.1 Ethnocentrism:</u> Students will identify and evaluate ethnocentrism and its influence on human social behavior.	4
	Evaluate
<u>2.2.2 Cultural relativity:</u> Students will identify and evaluate cultural relativism and its influence on human social behavior.	4
	Evaluate
<u>2.2.3 Culture shock:</u> Students will identify and evaluate culture shock and its influence on human social behavior.	4
	Evaluate

2.2.4 Values: Students will identify and evaluate Values and their influence on human social behavior.	4
	Evaluate
Priority Standard ASA.D.2.4: Students will assess how social institutions and cultures change and evolve.	
Learning Targets	Webb's DOK Level
	Bloom's Level
2.4.1 <u>Shifting historical context such as: industrial revolution, urbanization, globalization, and internet:</u> Students will assess to what extent various societal changes through history (including contexts such as the industrial revolution, urbanization, globalization, and the advent of the internet) have impacted culture.	4
	Evaluate
2.4.2 <u>Social movements:</u> Students will evaluate historical and contemporary social movements including countercultures, theories and functions in terms of cultural change.	4
	Evaluate

Engaging Scenario

An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario: 2 blocks

Assessment Option 1: Cultural Fair Presentation

Purpose: For this final product you are creating an exhibit that will help to tell the “story of the culture” you chose to examine. In this way you are going to be creating/re-creating artifacts and elements of the culture so that others can “experience” what it is like to be a part of that culture - to help spread understanding.

Description: With your cultural narrative finished, you create a multimedia/interactive presentation to help others experience what it is like to be a part of the culture you have chosen to examine. Your presentation should help to tell the story of your culture to those around.

Directions: For this final product you will need to have produced artifacts, visuals, multimedia, and experiences for outsiders to better understand the culture of choice.

Things that MUST be included:

1. Artifact/relic that represents part of the story of the culture.
2. Multimedia/visuals to illustrate key components of the culture or the story you are trying to tell.
3. An experience - provide some type of activity or simulation of a cultural tradition that spectators can participate in.

Assessment Option 2: Cultural Narrative

Purpose: For this final product you are telling the story of a “culture.” The purpose is to tell, record, analyze, and understand a culture in a way that you can accurately tell the “story of the culture.” In this respect you are the one preserving their culture - ways, traditions, and stories - for all other people to understand.

Description: Cultural narratives are stories that help a community structure and assign meaning to its history and existence. Cultural narratives include creation stories, which tell a story about the community's origins, and fables, which help teach moral values and ethical behavior. Cultural narratives help a community reinforce societal norms, preserve its history and strengthen its identity through shared knowledge and experience.

Examples of cultural narratives:

- **USA:** American Dream +- Immigrant Narrative (with many sub-narratives, e.g. bonding through shared suffering of Pilgrims and Revolutionary War)
- **African American:** The Dream: aspiration for equal rights met by repeated exploitation and denial only to rise again.
- **Jews:** Exodus story from the Torah (or Bible's Old Testament): journey from exile or captivity to the Promised Land.
- **Mexico +- Mexican America:** The Virgin of Guadalupe as "border identity," meeting and fusion of Indian and European identities. (mestizo, Hispanic / Latino)

Summary: These are all big stories that members of a culture measure their identities against, consciously or not. These stories partly control our options, but our choices and actions can also change the stories.

Directions: For this project you will identify a culture and within that culture a significant figure or event that you want to study, understand, preserve, and educate others about. You may choose any culture that you can identify (**AND are NOT a part of**) and then relay that story in a descriptive essay - cultural narrative paper. You can find additional resources to help you in the checkpoints and additional resources section of the project in Summit. ***Your narrative should essentially be a story from the perspective as if YOU personally were a friend of the figure or a participant in the event that you researched.***

Necessary Components of Your Narrative:

1. Minimum 2 full pages
2. 12 pt. Times New Roman font
3. Double Spaced

Assessment Option 3: Collecting Norms Project

In this project, students will collect data in the form of observations and survey data to determine the “norm” for students at their school. Students will observe at least 7 characteristics of their peers and survey their peers with at least 7 questions to determine attitudes, opinions, or beliefs.

[Project Description and Instructions with Rubric](#)

[Project Planning Document for students](#)

This Engaging Scenario should help students answer the **Unit Compelling Question: *How does the study of culture in sociology contribute to our understanding of social norms, identity formation, and group dynamics within societies?***

Topic 1: Building Blocks of Culture

Engaging Experience 1

Title: How do we experience culture?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard ASA.D.2.1: Students will describe the components of culture	
Learning Targets	Webb's DOK Level
	Bloom's Level
<u>2.1.1 Nonmaterial culture, including norms and values:</u> Students will differentiate between elements of nonmaterial culture including societal norms, values, and beliefs.	3
	Analyze
<u>2.1.2 Material culture:</u> Students will analyze and interpret material culture, discerning the significance of tangible artifacts, objects, and symbols in shaping societal norms, values, and beliefs.	3
	Analyze

Detailed Description/Instructions: Body Rituals among the Nacirema: Students will be introduced to the peculiar culture of the Nacirema and their many body rituals. The culture is actually American, but the way it's written it sounds very peculiar. Students experience culture shock and ethnocentrism immediately. For a copy of the text, see this [link](#)

Topic 2: Cultural Similarities

Engaging Experience 1

Title: How do food preferences show cultural similarities?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard ASA.D.2.1: Students will describe the components of culture.	
Learning Targets	Webb's DOK Level
	Bloom's Level
<u>2.1.1 Nonmaterial culture, including norms and values:</u> Students will differentiate between elements of nonmaterial culture including societal norms, values, and beliefs.	3
	Analyze
<u>2.1.2 Material culture:</u> Students will analyze and interpret material culture, discerning the significance of tangible artifacts, objects, and symbols in shaping societal norms, values, and beliefs.	3
	Analyze
<u>2.1.3 Subcultures:</u> Students will assess various subcultures and their impacts on societal norms, values, and beliefs.	4
	Evaluate

Detailed Description/Instructions: Food Favorites: Origins and Travel Distances: List your five favorite foods, and answer the following questions: ●Is the food a regionally produced food or is it grown and consumed in other areas of the country? ●How far do you think that the food travels to reach your store?

Topic 3: Cultural Variations

Engaging Experience 1

Title: What Cultural Activities Elicit Ethnocentrism? How Can We Bridge Understanding?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard ASA.D.2.2: Students will analyze how culture influences individuals, including themselves.

Learning Targets	Webb's DOK Level
	Bloom's Level
<u>2.2.1 Ethnocentrism:</u> Students will identify and evaluate ethnocentrism and its influence on human social behavior.	4
	Evaluate
<u>2.2.2 Cultural relativity:</u> Students will identify and evaluate cultural relativism and its influence on human social behavior.	4
	Evaluate
<u>2.2.3 Culture shock:</u> Students will identify and evaluate culture shock and its influence on human social behavior.	4
	Evaluate
<u>2.2.4 Values:</u> Students will identify and evaluate Values and their influence on human social behavior.	4
	Evaluate

Detailed Description/Instructions: Interview three people at your school who are from different cultures than your own. Ask them what cultural activities create a sense of ethnocentrism for them? How do you relate to their experiences?

Topic 4: Cultural Change

Engaging Experience 1

Title: What New Words from Merriam-Webster Reflect Cultural Change?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard ASA.D.2.4: Students will assess how social institutions and cultures change and evolve.

Learning Targets	Webb's DOK Level
	Bloom's Level
2.4.1 Shifting historical context such as: industrial revolution, urbanization, globalization, and internet: Students will assess to what extent various societal changes through history (including contexts such as the industrial revolution, urbanization, globalization, and the advent of the internet) have impacted culture.	4
	Evaluate
2.4.2 Social movements: Students will evaluate historical and contemporary social movements including countercultures, theories and functions in terms of cultural change.	4
	Evaluate

Detailed Description/Instructions: Exploring Fresh Language Horizons with Merriam-Webster and Cultural Perspectives: [Merriam Webster](https://www.merriam-webster.com/words-of-the-day) offers an array of resources on the English language. Features include word of the day, quote of the week, language and writing tips, word games, a jargon buster, and education resources. Go to the site, and choose five words that are new to you. Drawing on your cultural background, write down what the word means to you. Why do you understand the word in this manner?

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1 Building Blocks of Culture	How do we experience culture?	<u>Body Rituals among the Nacirema:</u> Students will explore the Nacirema culture, which is actually a portrayal of American customs written in a peculiar manner. This prompts students to experience culture shock and ethnocentrism.	1-2 blocks
2 Cultural Similarities	How do food preferences show cultural similarities?	<u>Food Favorites: Origins and Travel Distances:</u> Students list their top five favorite foods and then discuss whether these foods are regionally produced or grown and consumed elsewhere in the country. They will also estimate the distance these foods travel to reach their local stores.	1 block
3 Cultural Variations	What Cultural Activities Elicit Ethnocentrism? How Can We Bridge Understanding?	<u>Cultural Perspectives: Exploring Ethnocentrism through School Interviews:</u> Students will interview three people at their school who are from different cultures than their own about cultural activities that create a sense of ethnocentrism for them and how they relate to their experiences.	1-2 blocks
4 Cultural Change	What New Words from Merriam-Webster Reflect Cultural Change?	<u>Exploring Fresh Language Horizons with Merriam-Webster and Cultural Perspectives:</u> Students will review a given language site and select five new words. They then interpret the meanings of these words based on their cultural background, explaining why they understand the words in such a way.	1 block
Engaging Scenario: Students provide responses that reveal their answer(s) to the <u>Unit Compelling Question:</u> <i>How does the study of culture in sociology contribute to our understanding of social norms, identity formation, and group dynamics within societies?</i>			2 blocks

Assessment Option 1: Cultural Fair Presentation Assessment Option 2: Cultural Narrative Assessment Option 3: Collecting Norms Project	
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Unit 3: Socialization

Subject: Sociology

Grade: 10-12

Name of Unit: Socialization

Length of Unit: 15 blocks

Overview of Unit: In this unit on socialization, students will embark on a comprehensive exploration of the processes through which individuals develop a sense of self and acquire the skills, values, and behaviors essential for participation in society. The unit commences with an analysis of self-development, examining how identity is shaped across the lifespan. Students will investigate the pivotal role of agents of socialization, including family, peers, education, media, and religion, in shaping individuals' perspectives and behaviors. The unit will trace socialization experiences from infancy through adulthood, highlighting the dynamic interactions that contribute to the construction of one's social identity. Furthermore, the curriculum will delve into the concept of deviance, exploring how societal norms and expectations influence behavior and how individuals may deviate from established norms. By the conclusion of this unit, students will possess a nuanced understanding of the intricate processes involved in socialization, self-development, and the manifestation of deviant behavior within the broader context of human society.

Unit 3 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question: ***How do different theories of self-development, the impact of agents of socialization, and the ongoing process of socialization across the lifespan contribute to our understanding of social behaviors and conformity/deviance to cultural norms within society?***

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit: *(noted as ASA.D.# for American Sociological Association [ASA] and Domain number [D])*

- ASA.D.3.1: Students will describe the process of socialization across the life course.
- Students will explain the process of the social construction of the self.

Essential Questions:

1. How does the process of socialization unfold across the life course, shaping individuals' attitudes, beliefs, and behaviors within society?
2. How is the self socially constructed, and what factors contribute to the shaping of individual identity within the broader societal context?

Enduring Understanding/Big Ideas:

1. Socialization is a lifelong process that molds individuals' attitudes, beliefs, and behaviors, fostering their integration into society by imparting cultural norms, values, and expectations across various stages of life.
2. The self is intricately shaped through a socially constructed process, influenced by a myriad of factors within the broader societal context, highlighting the dynamic interplay between individual experiences, cultural influences, and social dynamics in the formation of personal identity.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific		
• Apartheid • Bourgeoisie • Conflict • Discrimination • Feminism • Gender • Ideology • In/Equality • Income • Mobility • Multiculturalism • Poverty • Prejudice • Race/Ethnicity • Segregation • Sex • Sexual Harassment • Wealth	• Ageism • Anomie • Assimilation • Bonded Labor • Caste System • Class (System, Consciousness) • Contradictory Class • Location • Culture Of Poverty • Deferred Gratification • Disengagement Theory • Dominant Group • Endogamy • Ethnic Cleansing • Exchange Mobility • Exogamy • Feminization Of Poverty	• Gender Stratification • Genocide • Gerontocracy • Glass Ceiling • Gray Panthers • Graying Of America • Hospice • Institutional Discrimination • Intergenerational Mobility • Matriarchy • Meritocracy • Multinational Corporations • Patriarchy • Population Transfer	• Poverty Line • Power Elite • Prestige • Reserve Labor Force • Scapegoat • Selective Perception • Social Mobility • Social Stratification • Status • Inconsistency • Strata • Underclass • WASP • White Ethnics

Unwrapped Priority Standards:

Priority Standard ASA.D.3.1: Students will describe the process of socialization across the life course.	
Learning Targets	Webb's DOK Level
<u>3.1.1 Primary agents of socialization: family, peers, media, schools, and religion:</u> Students will determine the impact of various agents in the process of socialization across the lifespan.	Bloom's Level
	2 Apply

3.1.2 <u>Deviance and conformity</u> : Students will differentiate and assess deviance and conformity, exploring their role in societal norms and individual behavior.	4
	Evaluate
Priority Standard ASA.D.3.2: Students will explain the process of the social construction of the self.	
Learning Targets	Webb's DOK Level
	Bloom's Level
3.2.1 <u>I & me</u> : Students will analyze and differentiate between the "I" and "Me" components of the self and impacts on identity and social interaction (from George Herbert Mead)	3
	Analyze
3.2.2 <u>Role-taking</u> : Students will assess the process by which the individual person becomes linked with their relevant society.	4
	Evaluate
3.2.3 <u>Generalized other</u> : Students will describe the roles of others, and determine the attitudes and perspectives of others in their social group.	2
	Apply
3.2.4 <u>Identity</u> : Students will analyze and describe the concept of identity, exploring its formation and impact within the context of sociological perspectives.	3
	Analyze

Engaging Scenario

An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario: 2-3 blocks

Assessment Option 1: Agents of Socialization Interview Project

Students will interview themselves and two adults about the influence of various agents of socialization across the lifespan. Students will choose two adults of different ages to interview and get their attitudes about teenage life and the influence of agents of socialization.

[Project Description and Rubric](#)

Assessment Option 2: Deviance

Goal: We will be planning and executing a deviant act. You will complete this project either individually or with a partner. Deviance refers to behavior that violates social norms. Social norms can be classified as informal folkways and mores or categorized into more formal rules and laws. What constitutes deviant behavior is socially determined. This means that societies define what is and what is not acceptable. Hence, definitions of deviance will vary over time and in different societies or social settings.

You and your classmate have the opportunity to understand the shaping and limits of daily life by performing a *deviant (not illegal or inappropriate)* act(s) that breaks the usual norms and rules by which we all live. Norms include those rules and expectations that guide our appearance, behavior, manner, conduct, etc. EACH of you will be required to submit a 1 page typed, double spaced report on your project.

It will include the following:

1. A detailed account of what you did.
2. A thorough description and discussion of the typical norms/behaviors that govern the setting that you are describing.
3. An explanation of why your actions could be considered to be deviant. Use your text/notes for reference.
4. A discussion of your own feelings and observations while you were performing the act(s).
5. A detailed description of the reactions of others.

Requirement: *Your plan will need to be approved!*

This act will/should allow you to answer the following points:

- Why was the act deviant?
- Who was the audience?
- What specific norm(s) was/ were broken?
- Who might be interested in enforcing conformity to the norm?
- Why the act might not be deviant in another situation.
- How you felt while completing the act.
- Who sanctioned you--if anyone?
- What the purpose of the sanction was (shame, ridicule, compliance, etc.) to achieve conformity.
- What form of sanction took place?

This Engaging Scenario should help students answer the **Unit Compelling Question:** *How do different theories of self-development, the impact of agents of socialization, and the ongoing process of socialization across the lifespan contribute to our understanding of social behaviors and conformity/deviance to cultural norms within society?*

Topic 1: Theories of Self Development

Engaging Experience 1

Title: How do body descriptions, advertising influence, and the looking-glass self shape and reflect personal perspectives and worldview?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard ASA.D.3.2: Students will explain the process of the social construction of the self.

Learning Targets	Webb's DOK Level
	Bloom's Level
<u>3.2.1 I & me:</u> Students will analyze and differentiate between the “I” and “Me” components of the self and impacts on identity and social interaction (from George Herbert Mead)	3
	Analyze
<u>3.2.2 Role-taking:</u> Students will assess the process by which the individual person becomes linked with their relevant society.	4
	Evaluate
<u>3.2.4 Identity:</u> Students will analyze and describe the concept of identity, exploring its formation and impact within the context of sociological perspectives.	3
	Analyze

Detailed Description/Instructions: Self-Reflection Through Descriptions: Exploring Body Image, Influential Figures, and Cooley's Looking-Glass Self: Write down three descriptions of your body. Compare them, and discuss what influenced each. ●What role does advertising play? Describe the person who has most influenced your worldview. ●How does Cooley’s theory of the looking-glass self fit into your perspective of that person and yourself? ●Do you think that Cooley is correct in his theory from your experience?

Topic 2: Agents of Socialization

Engaging Experience 1

Title: How have Agents of Socialization impacted my life?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard ASA.D.3.1: Students will describe the process of socialization across the life course.

Learning Targets	Webb's DOK Level
	Bloom's Level
<u>3.1.1 Primary agents of socialization: family, peers, media, schools, and religion:</u> Students will determine the impact of various agents in the process of socialization across the lifespan.	2
	Apply

Detailed Description/Instructions: Influence of Agents on My Life: Students will create a timeline of their life to this point. At key points (i.e. infancy, start of school, adolescence, etc.), students will create a visual showing which agent of socialization had the biggest impact on their life and socialization process.

Topic 3: Socialization Across the Lifespan

Engaging Experience 1

Title: What life lessons, nature-nurture impacts, and resocialization insights do centenarians offer?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard ASA.D.3.1: Students will describe the process of socialization across the life course.

Learning Targets	Webb's DOK Level
	Bloom's Level
<u>3.1.1 Primary agents of socialization: family, peers, media, schools, and religion:</u> Students will determine the impact of various agents in the process of socialization across the lifespan.	2
	Apply

Priority Standard ASA.D.3.2: Students will explain the process of the social construction of the self.

Learning Targets	Webb's DOK Level
	Bloom's Level
<u>3.2.3 Generalized other:</u> Students will describe the roles of others, and determine the attitudes and perspectives of others in their social group.	2
	Apply

Detailed Description/Instructions: Life Lessons from 100-Year-Olds: [This video](#) shows excerpts from interviews with three British centenarians (*Runtime: 13:29*). They discuss life lessons, regrets, their current lives, and what advice they would give to younger generations.

●What life lessons did your older relatives or community members impart to you? ●What impacts did nature and nurture have on these people's lives? ●How have these people been resocialized as they aged?

Topic 4: Deviance & Conformity

Engaging Experience 1

Title: Is deviance in the eye of the beholder?

Suggested Length of Time: 2-3 blocks

Standards Addressed:

Priority Standard ASA.D.3.1: Students will describe the process of socialization across the life course.

Learning Targets	Webb's DOK Level
	Bloom's Level
<u>3.1.2 Deviance and conformity:</u> Students will differentiate and assess deviance and conformity, exploring their role in societal norms and individual behavior.	4
	Evaluate

Detailed Description/Instructions: Deviance Deliberations: Exploring Perspectives on Everyday Acts and Ethical Boundaries: How often do you commit the following acts of deviance: speeding, jaywalking, and littering? These acts of deviance are crimes in many towns and cities. Should they be? Why or why not?

When is it deviant? Give students a list of behaviors (i.e. taking life, stealing, using drugs, gambling, etc) and students must give a scenario when that behavior is deviant and when it is acceptable.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1 Theories of Self Development	How do Body Descriptions, Advertising Influence, and the Looking-Glass Self Shape and Reflect Personal Perspectives and Worldview?	<u>Self-Reflection Through Descriptions: Exploring Body Image, Influential Figures, and Cooley's Looking-Glass Self:</u> Students will describe their body three times, compare the descriptions, and discuss influences, including the role of advertising. Then, they will describe their most influential person, analyze using Cooley's looking-glass self theory, and reflect on its accuracy based on personal experience.	1-2 blocks
2 Agents of Socialization	How have Agents of Socialization impacted my life?	<u>Influence of Agents on My Life:</u> Students will make a life timeline, noting key stages like infancy and adolescence. They'll visually show which socialization agent had the most impact at each stage.	1-2 blocks
3 Socialization Across the Lifespan	What life lessons, nature-nurture impacts, and resocialization insights do centenarians offer?	<u>Life Lessons from 100-Year-Olds:</u> Students will watch a 13-minute video featuring interviews with three British centenarians who discuss life lessons, regrets, and advice for younger generations. Then, they will reflect on their own lessons from older relatives, consider nature and nurture influences, and analyze how the centenarians have been resocialized with age.	1-2 blocks
4 Deviance and Conformity	Is deviance in the eye of the beholder?	<u>Deviance Deliberations: Exploring Perspectives on Everyday Acts and Ethical Boundaries:</u> Students will reflect on acts of deviance like speeding and littering, discussing if they should be crimes. They will also create scenarios for behaviors like stealing and gambling, showing when they are deviant and when they are acceptable.	2-3 blocks

Engaging Scenario: Students provide responses that reveal their answer(s) to the <u>Unit Compelling Question</u>: <i>How do different theories of self-development, the impact of agents of socialization, and the ongoing process of socialization across the lifespan contribute to our understanding of social behaviors and conformity/deviance to cultural norms within society?</i> Assessment Option 1: Agents of Socialization Interview Project Assessment Option 2: Deviance	2-3 blocks
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Unit 4: Social Institutions

Subject: Sociology

Grade: 10-12

Name of Unit: Social Institutions

Length of Unit: 23 blocks

Overview of Unit: In this unit on social institutions, students will explore the foundational pillars that structure societies, understanding how various entities shape human interactions and behavior. The curriculum encompasses an in-depth examination of reference groups, delving into the influence of social groups on individuals' attitudes, values, and behaviors. The unit extends to a comprehensive analysis of key social institutions, including government, economy, medicine, family, and religion. Students will examine the roles these institutions play in organizing and regulating societal functions. Additionally, the unit explores the concepts of statuses and roles, illuminating how individuals occupy different positions within social structures and fulfill specific expectations. The unit concludes with an exploration of groups, emphasizing their significance in shaping collective identities and fostering social cohesion. Through this comprehensive study, students will gain a holistic understanding of the intricate web of social institutions, groups, and roles that collectively contribute to the organization and functioning of human societies.

Unit 4 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question: ***How do social institutions shape and influence individual behavior, societal norms, and the overall fabric of human interaction, particularly in the context of status roles and identity formation?***

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit: (noted as ASA.D.# for American Sociological Association [ASA] and Domain number [D])

- ASA.D.2.3: Students will evaluate important social institutions and how they respond to social needs.
- ASA.D.3.3: Students will examine the social construction of groups and their impact on the life chances of individuals.

Essential Questions:

1. How do social institutions respond to societal needs, and what criteria can be used to evaluate their effectiveness in addressing and meeting these needs?
2. How does the social construction of groups influence the life chances of individuals, and what role does societal perception play in shaping opportunities and outcomes?

Enduring Understanding/Big Ideas:

1. Social institutions play a vital role in responding to societal needs, and their effectiveness can be assessed through the application of specific criteria, fostering a deeper understanding of their impact on the well-being and functioning of a community or society.
2. The social construction of groups significantly shapes individuals' life chances, with societal perceptions playing a crucial role in determining opportunities and outcomes, highlighting the complex interplay between group dynamics and individual experiences within a broader societal context.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific	
● Divorce ● Dysfunctional ● Economics ● Education ● Family ● Health ● Institution ● Marriage ● Medicine ● Politics ● Religion	● Animism ● Patriarchy ● Anti-Semitism ● Polyandry Bilateral Descent ● Polygyny ● Blended Family ● Polytheism ● Charisma ● Profane ● Civil Religion ● Protestant Ethic ● Cohabitation ● Reincarnation ● Credentialism ● Rituals ● Cult	● Sacred ● Cultural Transmission ● Sandwich ● Generation ● Denomination ● Ecclesia ● Sect ● Egalitarian ● Serial Fatherhood ● Empty Nest ● Social Promotion ● Endogamy ● State Religion ● Evangelism ● Totem ● Exogamy ● Tracking ● Extended Family

Unwrapped Priority Standards:

Priority Standard ASA.D.2.3: Students will evaluate important social institutions and how they respond to social needs.	
Learning Targets	Webb's DOK Level
	Bloom's Level
<u>2.3.1 Social institutions such as: family, education, religion, economy, media, and government:</u> Students will differentiate between various social institutions (such as: family, education, religion, economy, media, and government) and determine how these institutions meet the needs of individuals in a society.	3
	Analyze
<u>2.3.2 Social statuses and roles:</u> Students will distinguish and analyze social statuses and roles, understanding their impact on individual identity and interactions.	3
	Analyze
Priority Standard ASA.D.3.3: Students will examine the social construction of groups and their impact on the life chances of individuals.	
Learning Targets	Webb's DOK Level
	Bloom's Level
<u>3.3.1 Reference groups:</u> Students will define reference groups.	1
	Understand
<u>3.3.2 Primary and secondary groups:</u> Students will differentiate between primary and secondary groups.	3
	Analyze
<u>3.3.3 In-groups and out-groups:</u> Students will differentiate between in-groups and out-groups.	3
	Analyze

Engaging Scenario

An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario: 2 blocks

Assessment Option 1: Children's Story Analysis

Directions: For this project you will choose a children's book. Almost any children's book can work, just don't pick a book with only 1 character. This can be a book you already have at home, or you can check the book/ebook out from our school library or the public library, or you can find an audiobook of the story. **No picture books—there must be words.** Once you have chosen your book, **complete the following:**

1. Read your selected book/listen to an audiobook of your book.
2. Create a graphic organizer/poster representation on paper with the following information:
 - a. Summary of the story
 - b. Values/norms/beliefs taught or present throughout the story
 - c. Statuses of the characters in the story
 - d. Roles related to the various statuses of characters in the story
 - e. Master status of all main characters in the story
 - f. Examples of groups in the story (i.e primary/secondary groups, reference groups, in-groups/out-groups)
 - g. Graphic organizer/poster is done on computer paper, includes color, drawn images, and text related to the story

[Project Description, Examples, and Rubric](#)

Assessment Option 2: The American Dream: Mobility Socratic Seminar

Purpose: The American Dream promises mobility: people who start at the bottom can pull themselves up through hard work and careful saving. But there are other stories too.

Directions: What stories have students heard (from family, friends, or in books or other media) about the way that people's economic position changes? Can they think of anyone who has lost ground? gotten stuck? had a major change?

This Engaging Scenario should help students answer the **Unit Compelling Question:** *How do social institutions shape and influence individual behavior, societal norms, and the overall fabric of human interaction, particularly in the context of status roles and identity formation?*

Topic 1: Family & Aging

Engaging Experience 1

Title: What are protecting elderly rights, and what are your expectations for family dynamics?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard ASA.D.2.3: Students will evaluate important social institutions and how they respond to social needs.

Learning Targets	Webb's DOK Level
	Bloom's Level
2.3.1 Social institutions such as: family, education, religion, economy, media, and government: Students will differentiate between various social institutions (such as: family, education, religion, economy, media, and government) and determine how these institutions meet the needs of individuals in a society.	3
	Analyze

Detailed Description/Instructions: Guardianship Dilemmas and Future Family Visions:

Exploring Legal Elderly Abuse and Personal Expectations

1. ["How the Elderly Lose Their Rights"](#) by Rachel Aviv (*The New Yorker*, October 9, 2017)
This piece is a deep dive into a specific form of elderly abuse that is legal in many states. Total strangers can go to court and have themselves named as guardians of elderly people and then have total control. They can place the elders into nursing homes, sell their belongings, decide what doctors they see and what medications they take, and more. The story follows one couple who was victimized in this manner and also explores the laws behind the practice, some of the perpetrators, and what can be done about it. ●What programs does your state have in place to protect elderly people? ●Should people unknown to the elders in question be eligible for guardianship? ●What is the guardianship program meant to address? ●Who is ultimately responsible for keeping elderly people safe—families or the government?

2. Students will reflect on their expectations for their future families. They will also analyze the experiences that influence their future family plans. Consider questions like: ●What are your expectations for your family in the future? ●How many children, if any, do you think you will have? ●When will you have them? ●At what age will you marry? ●What experiences shape your future family plans?

Topic 2: Education

Engaging Experience 1

Title: Do educational disparities lead to different outcomes for students?

Suggested Length of Time: 2-3 blocks

Standards Addressed:

Priority Standard ASA.D.2.3: Students will evaluate important social institutions and how they respond to social needs.

Learning Targets	Webb's DOK Level
	Bloom's Level
<u>2.3.1 Social institutions such as: family, education, religion, economy, media, and government:</u> Students will differentiate between various social institutions (such as: family, education, religion, economy, media, and government) and determine how these institutions meet the needs of individuals in a society.	3
	Analyze

Detailed Description/Instructions: Educational differences leading to different outcomes:

3. Discuss the differences in the schools in your community or city. ●What should the United States do to equalize them? ●What problems do unequal schools lead to?
4. Review your state's funding of higher education for the last 20 years. ●How do you rank it? ●How has funding affected various communities in your state? ●What macro-level, micro-level, and demographic factors may explain the differences in impacts?

Topic 3: Government & Economy

Engaging Experience 1

Title: How do state voting rights rankings contribute to our understanding of power dynamics within the United States?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard ASA.D.2.3: Students will evaluate important social institutions and how they respond to social needs.

Learning Targets	Webb's DOK Level
	Bloom's Level
<u>2.3.1 Social institutions such as: family, education, religion, economy, media, and government:</u> Students will differentiate between various social institutions (such as: family, education, religion, economy, media, and government) and determine how these institutions meet the needs of individuals in a society.	3
	Analyze

Detailed Description/Instructions: State Voting Rights Rankings and Examining Power Dynamics in U.S. Politics:

1. Rock The Vote (www.rockthevote.com) is a nonpartisan nonprofit that aims to build the political power of young people using pop culture, music, art, and technology. It provides voting rights and registration information, volunteer opportunities, and more. ●Visit the site and find the rankings of states by voting rights. ●How is your state ranked? ●Why is it ranked this way? ●What actions are Rock the Vote or other groups in your state undertaking to change this?
2. ●What is your perspective on the power elite in the United States? ●Do you think political candidates and corporations have too much power in the U.S. political system? ●Why? ●Also consider using the [cost of voting index](#), which uses a variety of variables to rank how difficult voting is in each American State.

Topic 4: Health & Medicine

Engaging Experience 1

Title: How do global healthcare disparities manifest, and what factors contribute to the variations in healthcare access in countries?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard ASA.D.2.3: Students will evaluate important social institutions and how they respond to social needs.

Learning Targets	Webb's DOK Level
	Bloom's Level
<u>2.3.1 Social institutions such as: family, education, religion, economy, media, and government:</u> Students will differentiate between various social institutions (such as: family, education, religion, economy, media, and government) and determine how these institutions meet the needs of individuals in a society.	3
	Analyze

Detailed Description/Instructions: Global Healthcare Disparities: Many public health officials work to address the social determinants of health as outlined in your textbook. Find your local city or state's department of public health website. Examine the website to find which social determinants of health they are working to address, and what actions they are taking. ●Do you think their actions will be effective? ●What, if any, additional social determinants do you think they should address? ●How else might social determinants of health be addressed to reduce disparities in health and health care?

There are clear global health disparities with people living in different countries experiencing different health outcomes. Research different healthcare spending costs globally and compare/contrast the differences you see with the United States and other more developed countries. Research starting point: [Kaiser family foundation](#).

1. Using the provided link, compare the medical costs in the United States to those in other countries. What patterns or disparities do you observe?
2. Explore the link and identify key factors contributing to medical costs in the United States. How do these factors differ from those in other countries?
3. Examine the information from the link and contrast the healthcare systems and associated costs in the United States with those of at least two other countries. What insights can be gained from these comparisons?

Topic 5: Religion

Engaging Experience 1

Title: How do unfamiliar religious beliefs compare and contrast your own beliefs?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard ASA.D.2.3: Students will evaluate important social institutions and how they respond to social needs.

Learning Targets	Webb's DOK Level
	Bloom's Level
2.3.1 Social institutions such as: family, education, religion, economy, media, and government: Students will differentiate between various social institutions (such as: family, education, religion, economy, media, and government) and determine how these institutions meet the needs of individuals in a society.	3
	Analyze

Detailed Description/Instructions: Exploring Unfamiliar Faiths: Comparing and Contrasting Religious Traditions: 1.Go to <http://virtualreligion.net/vri/>, the Virtual Religion Index website. The site covers many different religious traditions. ●Scan the site, and choose two religious traditions that you are not familiar with. ●Discuss how they are different and similar to those religious traditions you are familiar with. ●How do you respond to the differences? ●What did you learn that is important to you?

Topic 6: Groups

Engaging Experience 1

Title: How does 'Mean Girls' depict and explore status, roles, and group dynamics?

Suggested Length of Time: 1 block

Standards Addressed:

Learning Targets	Webb's DOK Level
	Bloom's Level
<u>3.3.1 Reference groups:</u> Students will define reference groups.	1
	Understand
<u>3.3.2 Primary and secondary groups:</u> Students will differentiate between primary and secondary groups.	3
	Analyze
<u>3.3.3 In-groups and out-groups:</u> Students will differentiate between in-groups and out-groups.	3
	Analyze
Learning Targets	Webb's DOK Level
Priority Standard ASA.D.2.3: Students will evaluate important social institutions and how they respond to social needs.	
Learning Targets	Webb's DOK Level
	Bloom's Level
<u>2.3.2 Social statuses and roles:</u> Students will distinguish and analyze social statuses and roles, understanding their impact on individual identity and interactions.	3
	Analyze

Detailed Description/Instructions: *Mean Girls* analysis of status, roles, and groups:

1. Make a list of your social networks. ●Calculate how much time you spend with members of primary and secondary groups during the week. ●How much time do you spend with your reference groups?
2. Students can view clips of different parts of the film *Mean Girls* and pick out what statuses and roles characters hold and what group membership is evident. For an example assignment see this [link](#).

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1 Family & Aging	What are protecting elderly rights, and what are your expectations for family dynamics?	<u>Guardianship Dilemmas and Future Family Visions: Exploring Legal Elderly Abuse and Personal Expectations:</u> Students will read "How the Elderly Lose Their Rights" by Rachel Aviv, exploring legal elder abuse where strangers gain guardianship. They'll discuss state programs for elder protection, the eligibility of unknown individuals for guardianship, and the responsibility for elder safety. Then, they will reflect on their expectations for their future families. They will also analyze the experiences that influence their future family plans.	1-2 blocks
2 Education	Do educational disparities lead to different outcomes for students?	<u>Educational differences leading to different outcomes:</u> Students will discuss differences among schools and propose solutions for equalization. They'll examine problems stemming from unequal schools and review their state's higher education funding over 20 years, considering its impact on communities and factors explaining differences.	2-3 blocks

3 Government & Economy	How do state voting rights rankings contribute to our understanding of power dynamics within the United States?	<u>State Voting Rights Rankings and Examining Power Dynamics in U.S. Politics:</u> Students will visit the nonpartisan Rock The Vote website to find state rankings by voting rights and discuss their state's ranking and potential actions. They will also reflect on the power elite in the United States, considering the influence of political candidates and corporations, alongside the cost of voting index as a measure of voting difficulty across states.	1-2 blocks
4 Health & Medicine	How do global healthcare disparities manifest, and what factors contribute to the variations in healthcare access in countries?	<u>Global Healthcare Disparities:</u> Students will explore their local city or state's public health department website to identify actions addressing social determinants of health. They will assess effectiveness and propose additional determinants to address. Additionally, they will research global healthcare spending costs via the Kaiser Family Foundation, comparing costs between the US and other countries, analyzing key factors driving costs, and contrasting healthcare systems for insights.	1-2 blocks
5 Religion	How do unfamiliar religious beliefs compare and contrast your own beliefs?	<u>Exploring Unfamiliar Faiths: Comparing and Contrasting Religious Traditions:</u> Students will visit the Virtual Religion Index website and choose two unfamiliar religious traditions. They will compare them to familiar traditions, discussing differences and similarities, and reflect on their responses to the differences, identifying important learnings from the exercise.	1-2 blocks
6 Groups	How does <i>Mean Girls</i> depict and explore status, roles, and group dynamics?	<u>Mean Girls analysis of status, roles, and groups:</u> Students will assess their social networks by listing them and calculating time spent with primary, secondary, and reference groups.	1 block

		They will analyze clips from <i>Mean Girls</i> to identify character statuses, roles, and group memberships.	
Engaging Scenario: Students provide responses that reveal their answer(s) to the <u>Unit Compelling Question</u> : <i>How do social institutions shape and influence individual behavior, societal norms, and the overall fabric of human interaction, particularly in the context of status roles and identity formation?</i> Assessment Option 1: Children’s Story Analysis Assessment Option 2: The American Dream: Mobility Socratic Seminar			2 blocks

Unit 5: Stratification

Subject: Sociology

Grade: 10-12

Name of Unit: Stratification

Length of Unit: 20 blocks

Overview of Unit: In this unit about social stratification, students will study the intricacies of social stratification, exploring the hierarchical organization of societies based on factors such as wealth, power, and prestige. The unit aims to dissect the causes and consequences of social inequality, examining how it shapes individuals' life opportunities and influences social mobility. Through discussions, case studies, and critical analysis, students will gain a deepened understanding of the mechanisms perpetuating stratification and the potential for social change.

Unit 5 Compelling Question

Using an inquiry lens, students’ learning throughout this unit will culminate in answering the question: *How does social stratification shape individuals' opportunities, experiences, and perceptions within society, and what implications does it have for the overall dynamics of communities and nations?*

The unit’s **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit: *(noted as ASA.D.# for American Sociological Association [ASA] and Domain number [D])*

- ASA.D.4.1: Students will identify common patterns of social inequality.
- ASA.D.4.2: Students will analyze the effects of social inequality on groups and individuals.
- ASA.D.4.3: Students will explain the relationship between social institutions and inequality.
- ASA.D.4.4: Students will assess responses to social inequality.

Essential Questions:

1. What are the prevalent patterns of social inequality, and how do they manifest across various social structures and contexts?
2. How does social inequality impact both groups and individuals, and what are the varied effects on their experiences, opportunities, and well-being?
3. How do social institutions contribute to and shape the dynamics of social inequality within a society?
4. How do individuals and societies respond to social inequality, and what impact do these responses have on efforts to address and alleviate disparities?

Enduring Understanding/Big Ideas:

1. Social inequality manifests through common patterns across diverse social structures and contexts, revealing systemic disparities in resources, opportunities, and power, and emphasizing the need for a comprehensive understanding of its root causes and implications.
2. Social inequality exerts multifaceted impacts on both groups and individuals, influencing their experiences, opportunities, and overall well-being in diverse and complex ways, emphasizing the pervasive consequences of systemic disparities within societies.
3. Social institutions play a pivotal role in shaping and perpetuating social inequality within a society, influencing access to resources, opportunities, and power, and underscoring the interconnectedness between institutional structures and disparities.
4. The responses of individuals and societies to social inequality are varied, and their impact on efforts to address disparities is crucial; understanding these responses is essential for fostering effective strategies to alleviate social inequalities.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific		
• Alienation • Bureaucracy • Capital Punishment • Capitalism • Corporate Crime • Criminal Justice System • Hate-Crime • Laissez-Faire • Police Discretion • Recidivism • Sanctions • Self-Fulfilling Prophecy • Stigma • Street Crime • White-Collar Crime	• Agricultural Society • Biotech Society • Clique • Coalition • Control Theory • Degradation Ceremony • Deviance • Differential Association • Genetic Predispositions • Group (Out-Group, Primary, Secondary, Reference)	• Groupthink • Horticultural Society • Hunting And Gathering Society • Illegitimate Opportunity Structures • Industrial Society • Institutionalize d Means • Iron Triangle Of Oligarchy	• Labeling Theory • Marginal Working Class • Medicalization Of Deviance • Networking • Neutralization • Pastoral Society • Personality Disorders • Peter Principle • Postindustrial Society • Rationalization Of Society • Social Control • Social Network • Social Order • Strain Theory

Unwrapped Priority Standards:

Priority Standard ASA.D.4.1: Students will identify common patterns of social inequality.	
Learning Targets	Webb's DOK Level
	Bloom's Level
<u>4.1.1 Privilege:</u> Students will evaluate to what extent privilege occurring in a society can lead to inequality and/or opportunity.	4
	Evaluate
<u>4.1.2 Power:</u> Students will evaluate to what extent power occurring in a society can lead to inequality and/or opportunity.	4
	Evaluate

4.1.3 <u>Racial and ethnic inequality</u> : Students will evaluate to what extent race and ethnicity can lead to social inequality and/or opportunity.	4
	Evaluate
4.1.4 <u>Class inequality</u> : Students will evaluate to what extent class differences can lead to social inequality and/or opportunity.	4
	Evaluate
4.1.5 <u>Gender inequality</u> : Students will evaluate to what extent gender differences can lead to social inequality and/or opportunity.	4
	Evaluate
4.1.6 <u>Sexual orientation</u> : Students will evaluate to what extent sexual orientation differences can lead to social inequality and/or opportunity.	4
	Evaluate
4.1.7 <u>Disability</u> : Students will evaluate to what extent disability can lead to social inequality and/or opportunity.	4
	Evaluate
4.1.8 <u>Intersectionality</u> : Students will evaluate to what extent overlapping social identities can lead to social inequality and/or opportunity.	4
	Evaluate
Priority Standard ASA.D.4.2: Students will analyze the effects of social inequality on groups and individuals.	
Learning Targets	Webb's DOK Level
	Bloom's Level
4.2.1 <u>Life chances/outcomes</u> : Students will determine to what extent various forms of social inequality produce different life outcomes for individuals and groups.	2
	Apply
4.2.2 <u>Social problems</u> : Students will assess various social problems as they relate to social inequality.	4
	Evaluate

4.2.3 <u>Inter- and intra-group conflict</u> : Students will appraise various group conflicts as they relate to social inequality.	4
	Evaluate
Priority Standard ASA.D.4.3: Students will explain the relationship between social institutions and inequality.	
Learning Targets	Webb's DOK Level
	Bloom's Level
4.3.1 <u>Distribution of power through social institutions</u> : Students will examine the relationship between access to power in social institutions and social inequality.	3
	Analyze
4.3.2 <u>Potential of institutions to produce, reinforce, or challenge inequality</u> : Students will identify and describe social institutions that produce, challenge, or reinforce social inequality.	2
	Apply
Priority Standard ASA.D.4.4: Students will assess responses to social inequality.	
Learning Targets	Webb's DOK Level
	Bloom's Level
4.4.1 <u>Individual responses to inequality</u> : Students will evaluate individual responses to social inequality, considering multiple perspectives and analyzing the effectiveness of various approaches in addressing and mitigating disparities.	4
	Evaluate
4.4.2 <u>Group responses to inequality such as social movements</u> : Students will evaluate group responses to social inequality, considering multiple perspectives and analyzing the effectiveness of various approaches in addressing and mitigating disparities	4
	Evaluate
4.4.3 <u>Social policy responses to inequality</u> : Students will evaluate societal responses to social inequality, considering multiple perspectives and analyzing the effectiveness of various approaches in addressing and mitigating disparities	4
	Evaluate

Engaging Scenario

An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario: 4 blocks

Assessment Option 1: Salary-Based Budget Activity

In this activity you will:

1. Choose a potential career path
2. Determine your take-home pay
3. Set aside money to pay yourself first
4. Try your hand at an independent adult's budget
5. Then reflect on the process of budgeting

Slide Show: [Link](#) **Budget Spreadsheet:** [Link](#)

Assessment Option 2: Sociopoly – Life on the Boardwalk

This is an end-of-unit simulation performance event. The instructions, materials, post-play discussions, and more are available from the original source by Michael M. Jessup from Taylor University found here: [Link](#)

This Engaging Scenario should help students answer the **Unit Compelling Question:** *How does social stratification shape individuals' opportunities, experiences, and perceptions within society, and what implications does it have for the overall dynamics of communities and nations?*

Topic 1: Social Class

Engaging Experience 1

Title: How do local and global social class dynamics impact individuals and communities, and what insights can be gained from exploring these connections?

Suggested Length of Time: 2-3 blocks

Standards Addressed:

Priority Standard ASA.D.4.1: Students will identify common patterns of social inequality.	
Learning Targets	Webb's DOK Level
	Bloom's Level
<u>4.1.1 Privilege:</u> Students will evaluate to what extent privilege occurring in a society can lead to inequality and/or opportunity.	4
	Evaluate
<u>4.1.2 Power:</u> Students will evaluate to what extent power occurring in a society can lead to inequality and/or opportunity.	4
	Evaluate
<u>4.1.4 Class inequality:</u> Students will evaluate to what extent class differences can lead to social inequality and/or opportunity.	4
	Evaluate
Priority Standard ASA.D.4.2: Students will analyze the effects of social inequality on groups and individuals.	
Learning Targets	Webb's DOK Level
	Bloom's Level
<u>4.2.1 Life chances/outcomes:</u> Students will determine to what extent various forms of social inequality produce different life outcomes for individuals and groups.	2
	Apply
<u>4.2.2 Social problems:</u> Students will assess various social problems as they relate to social inequality.	4
	Evaluate

Detailed Description/Instructions: Exploring Social Class Dynamics and Impacts: Local and Global: *The People's Republic of Capitalism* by Ted Koppel (Runtime: 43:37). This documentary explores the interconnections of the Chinese and United States economies, including wages and class issues. Koppel talks to workers in the United States who are both harmed and helped by Chinese manufacturing, as well as to numerous Chinese people who also have a mixed relationship to their economy. It illustrates the complexity of the global economy and its effects on people across classes. ●How does class play a role in how people are treated in both American and Chinese society? ●What are structural factors affecting the social mobility of the people interviewed in the film? ●Is cheap labor good or bad?

[The Working Poor Families Project](#) offers certain resources that help the working poor families. Explore the site, including the data about where the working poor are in the United States. ●What did you find out about your state or city? ●Discuss how you can contribute to this cause through outreach, community service, or other volunteer activities.

Global Social Class case study: *Living on a Dollar a Day*. Students will watch the short documentary [Living on a Dollar a Day](#) that profiles 4 American filmmakers who travel to a remote village in Guatemala where the average person lives on \$1 a day. Ask questions like the following: ●How big of an effect could not having clean water nearby have on your life? ●What kind of food can you afford on \$1 a day and what does it really mean to be malnourished? ●How does being malnourished affect other aspects of their neighbors' lives, like mental and physical growth, prenatal care, and educational achievement? ●What barriers do the poor face in finding work and how do they make a living? ●How is it possible to budget just \$1 a day for immediate costs like food and shelter and still save for long-term items like your kids' education and emergencies? ●What prevents kids from going to school and how can education respect traditional culture while also teaching modern skills? ●What happens to the poor when a natural disaster strikes? ●How did this experience change Chris, Zach, Sean, and Ryan's perspectives on poverty and how will it change yours?

Topic 2: Race & Ethnicity

Engaging Experience 1

Title: How does the influence of race/ethnicity shape societal structures, interactions, and individual experiences within diverse communities?

Suggested Length of Time: 2-3 blocks

Standards Addressed:

Priority Standard ASA.D.4.1: Students will identify common patterns of social inequality.	
Learning Targets	Webb's DOK Level
	Bloom's Level
<u>4.1.3 Racial and ethnic inequality:</u> Students will evaluate to what extent race and ethnicity can lead to social inequality and/or opportunity.	4
	Evaluate
Priority Standard ASA.D.4.2: Students will analyze the effects of social inequality on groups and individuals.	
Learning Targets	Webb's DOK Level
	Bloom's Level
<u>4.2.1 Life chances/outcomes:</u> Students will determine to what extent various forms of social inequality produce different life outcomes for individuals and groups.	2
	Apply
<u>4.2.2 Social problems:</u> Students will assess various social problems as they relate to social inequality.	4
	Evaluate

Detailed Description/Instructions: Influence of Race/Ethnicity in Society: Screen the [documentary 13th](#). It profiles the development of mass-incarceration and looks at the social changes related to race after the passage of the 13th amendment. It is 'Not Rated', but you may consider sending a permission slip home. Possible activities include: ●Socratic seminar ●Essay reflection ●[Video guide](#)

[*The Myth of Race, Debunked in 3 Minutes*](#), by Jenée Desmond-Harris (Runtime: 3:07). This short film discusses how race is a social construct. It goes into the history of how race was created, who brought it in, and how race has changed over the years. It discusses the very real impacts of race, and how it is used today. ●What is your race? ●What is your ethnicity? ●How are they the same? ●How are they different? ●What did you learn about various races growing up? ●Should we keep race as a social construct? ●Why or why not?

Topic 3: Gender Roles

Engaging Experience 1

Title: How does your upbringing influence your expectations and perceptions of gender roles in the family?

Suggested Length of Time: 2-3 blocks

Standards Addressed:

Priority Standard ASA.D.4.1: Students will identify common patterns of social inequality.	
Learning Targets	Webb's DOK Level
	Bloom's Level
<u>4.1.5 Gender inequality:</u> Students will evaluate to what extent gender differences can lead to social inequality and/or opportunity.	4
	Evaluate
<u>4.1.6 Sexual orientation:</u> Students will evaluate to what extent sexual orientation differences can lead to social inequality and/or opportunity.	4
	Evaluate
Priority Standard ASA.D.4.2: Students will analyze the effects of social inequality on groups and individuals.	
Learning Targets	Webb's DOK Level
	Bloom's Level
<u>4.2.1 Life chances/outcomes:</u> Students will determine to what extent various forms of social inequality produce different life outcomes for individuals and groups.	2
	Apply

4.2.2 Social problems: Students will assess various social problems as they relate to social inequality.	4
	Evaluate

Detailed Description/Instructions: Exploring Gender Socialization: Upbringing, Family Expectations, and Perceptions of Gender Roles:

1. What type of gender socialization best reflects your upbringing?
2. What are your expectations of gender in your family of procreation?
3. According to you, what is the role of men and women?

Topic 4: Social Movements

Engaging Experience 1

Title: How do social movements impact individuals personally, and what role do individuals play in the broader context of social movements?

Suggested Length of Time: 2-3 blocks

Standards Addressed:

Priority Standard ASA.D.4.1: Students will identify common patterns of social inequality.

Learning Targets	Webb's DOK Level
	Bloom's Level
4.1.7 Disability: Students will evaluate to what extent disability can lead to social inequality and/or opportunity.	4
	Evaluate
4.1.8 Intersectionality: Students will evaluate to what extent overlapping social identities can lead to social inequality and/or opportunity.	4
	Evaluate

Priority Standard ASA.D.4.3: Students will explain the relationship between social institutions and inequality.

Learning Targets	Webb's DOK Level
	Bloom's Level

4.3.1 <u>Distribution of power through social institutions:</u> Students will examine the relationship between access to power in social institutions and social inequality.	3
	Analyze
4.3.2 <u>Potential of institutions to produce, reinforce, or challenge inequality:</u> Students will identify and describe social institutions that produce, challenge, or reinforce social inequality.	2
	Apply
Priority Standard ASA.D.4.4: Students will assess responses to social inequality.	
Learning Targets	Webb's DOK Level
	Bloom's Level
4.4.1 <u>Individual responses to inequality:</u> Students will evaluate individual responses to social inequality, considering multiple perspectives and analyzing the effectiveness of various approaches in addressing and mitigating disparities.	4
	Evaluate
4.4.2 <u>Group responses to inequality such as social movements:</u> Students will evaluate group responses to social inequality, considering multiple perspectives and analyzing the effectiveness of various approaches in addressing and mitigating disparities	4
	Evaluate
4.4.3 <u>Social policy responses to inequality:</u> Students will evaluate societal responses to social inequality, considering multiple perspectives and analyzing the effectiveness of various approaches in addressing and mitigating disparities	4
	Evaluate

Detailed Description/Instructions: Social Movements and Me: 1. Choose a modern or historical social movement. ●Which one best fits your interests? ●What are the conditions in which you would join a social movement? ●What did this social movement achieve? 2. [The Bad Fads Museum](#) collects information about over a hundred fads from the past century in the United States. There are fads in many categories, from fashion to television. Browse the site. ●Which fads have you participated in? ●What purpose do you think those fads served for you? ●Which fads have experienced a resurgence lately?

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1 Social Class	How do local and global social class dynamics impact individuals and communities, and what insights can be gained from exploring these connections?	<u>Exploring Social Class Dynamics and Impacts: Local and Global:</u> Students will watch "The People's Republic of Capitalism" by Ted Koppel, examining the interconnectedness of the Chinese and US economies and its impact on workers. They'll reflect on class roles, structural factors affecting social mobility, and the implications of cheap labor. Additionally, they'll visit the Working Poor Families Project website to learn about resources for working poor families in the US, discussing ways to contribute through outreach or volunteer activities. <u>Global Social Class Case Study:</u> Students will watch the short documentary "Living on a Dollar a Day," which follows four American filmmakers in a remote Guatemalan village where residents live on \$1 a day. They will engage in discussions, addressing questions such as the impact of lacking clean water, affordability of food and implications of malnutrition, barriers to finding work, budgeting challenges, education access, responses to natural disasters, and personal perspectives on poverty. They'll reflect on how the experience changes their own perceptions of poverty.	2-3 blocks
2 Race & Ethnicity	How does the influence of race/ethnicity shape societal structures, interactions, and individual experiences within	<u>Influence of Race/Ethnicity in Society:</u> Students will watch the documentary <i>13th</i> (consider using permission slip). They'll explore concepts of mass incarceration and racial dynamics post-13th amendment through activities such as Socratic seminars, essay reflections, or video guides	2-3 blocks

	diverse communities?	Additionally, they will view a short video called "The Myth of Race, Debunked in 3 Minutes" and reflect on race and ethnicity, childhood perceptions of race, and considerations about race as a social construct.	
3 Gender Roles	How does your upbringing influence your expectations and perceptions of gender roles in the family?	<u>Exploring Gender Socialization: Upbringing, Family Expectations, and Perceptions of Gender Roles:</u> Students will reflect on their gender socialization, discuss expectations for gender roles in their future families, and articulate their perspectives on the roles of men and women in society.	2-3 blocks
4 Social Movements	How do social movements impact individuals personally, and what role do individuals play in the broader context of social movements?	<u>Social Movements and Me:</u> Students will choose a social movement based on their interests, discuss the conditions for joining such movements, and analyze their achievements. They will also explore the Bad Fads Museum website, reflecting on their participation in past fads and the purpose they served, while identifying fads that have recently resurged.	2-3 blocks
<u>Engaging Scenario:</u> Students provide responses that reveal their answer(s) to the <u>Unit Compelling Question:</u> <i>How does social stratification shape individuals' opportunities, experiences, and perceptions within society, and what implications does it have for the overall dynamics of communities and nations?</i> Assessment Option 1: Salary-Based Budget Activity Assessment Option 2: Sociopoly – Life on the Boardwalk			4 blocks

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.