



ESL
SCIENCE
BUSINESS
BILINGUAL
PRESCHOOL
MATHEMATICS
LIBRARY MEDIA
SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: Social Studies

Course: Sociology

Grade Level: 11-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

**Maureen Dalessio, Program Supervisor: English Language Arts/Social Studies 7-12,
Gifted and Talented K-12**

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Subject/Course Title:
Sociology
Grades 11 & 12

Date of Board Adoption:
August 26, 2025

RAHWAY PUBLIC SCHOOLS CURRICULUM

SOCIOLOGY: GRADES 11 & 12

PACING GUIDE

Unit	Title	Pacing
1	Foundations of Sociology	3 weeks
2	Culture & Social Stratification	5 weeks
3	Adolescence & Education	3 weeks
4	Social Control & Deviance	4 weeks
5	Sports & Mass Media	4 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher Lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy whom the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela).

- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts, possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note-taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT 1 OVERVIEW

Content Area: Social Studies

Unit Title: Foundations of Sociology

Target Course/Grade Level: 11th & 12th Grade

Unit Summary: This unit will cover the history and foundations of sociology. Students will be knowledgeable about the origins of sociology and the major theoretical foundations as they fit into the rest of the course.

Approximate Length of Unit: 3 Weeks

LEARNING TARGETS

National Standards for Sociology:

ASA Standard 1.: Students will identify sociology as a scientific field of inquiry.

- 1.1.1 Scientific method
- 1.1.2 Hypotheses
- 1.1.3 Independent and dependent variables

ASA Standard 1.2: Students will describe key concepts central to sociology.

- 1.2.1 Social structure
- 1.2.2 Status and roles
- 1.2.3 Groups and institutions
- 1.2.4 Social interaction
- 1.2.5 Social patterns

ASA Standard 1.3: Students will apply the sociological imagination and sociological perspectives.

- 1.3.1 Sociological imagination
- 1.3.2 Functionalist perspective
- 1.3.3 Conflict perspective
- 1.3.4 Symbolic interactionist perspective

2020 NJ Student Learning Standards - Social Studies:

- 6.1.12.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (e.g., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.12.CivicsPI.4.a: Use data and evidence to evaluate the impact of public policies and governmental decisions on the United States and/or international community.
- 6.3.12.CivicsPR.4: Evaluate various political institutions, ideologies, and policies to determine how they interact with civic participation.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Interdisciplinary Connections and Standards:

2023 New Jersey Student Learning Standards – English Language Arts

- SL.II.11-12.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.ES.11-12.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education

- 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time

Unit Understandings:

Students will understand that...

- Social and economic change in the 19th-century industrialization prompted scientists to better understand society through scientific research.
- Sociology emerged in order to better understand and advance society through observation and careful study of social behavior using the scientific method.
- Functionalist Perspective asserts that society is relatively stable, things occur in society for a specific function, and those functions help maintain stability.
- Conflict Theory is a framework that views society in a struggle for scarce resources in an unequal system, focusing on control of wealth and power
- The symbolic interactionism approach to sociology studies interactions and communications between individuals and how they impact society
- Culture is an important part of society as it shapes individual and collective identities, social structures, and human interactions. (AAH, HG, LGBTG, AAPI)
- Studying culture can help others to understand how it influences beliefs, behaviors, and social norms, ultimately shaping how societies function and how people interact.

Unit Essential Questions:

- How can a sociological perspective help you understand human actions?
- What factors led to the development of sociology as a distinct field of study?

- How do theoretical perspectives explain the nature of social life?
- What research methods do sociologists use to study social behavior?
- How are the sociological perspectives utilized by sociologists to analyze and explain social behavior?
- How and why has sociology come to be?
- How has sociology evolved throughout time?
- How is sociology applied practically and theoretically?
- How do humans react and adapt to society?
- In what ways has society changed and remained the same?

Knowledge and Skills:

Students will know...

- The factors that led to the development of sociology.
- How early European scholars laid the foundations of sociology.
- How American scholars contributed to the field of sociology.

Students will be able to...

- Critically assess websites and electronic resources
- Analyze texts or news to identify possible sources of bias
- Evaluate the methodological processes and limits of research
- Describe the elements of the scientific method in the social sciences
- Transform a topic of interest into a researchable, sociological question
- Apply digital tools to gather, evaluate, and use information
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Compare and contrast personal experiences and generational differences
- Understand multiple perspectives
- Participate in an academic classroom of learning with respect and skill

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Summative assessment to include: tests with multiple-choice and essay components, quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations.
- Sociology Research Project: Founders Students will be assigned a founding sociologist to research. They will present a short multimedia presentation detailing a brief history of their sociologist, main areas of research and analysis of importance to the field of sociology, and whether they were engaged in applied or basic sociology.
- Sociology Founders Research Social Media Templates
- Quiz #1

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Bomb Shelter Activity
- Brainstorm 5 “things” or examples of material culture that are significant to you
- Introduce the term ethnocentrism. Students complete an ethnocentrism reflection survey as developed by James Neulip and James McCroske, score results, and write a reflection journal on the dangers of ethnocentrism
- Discuss and differentiate between material and nonmaterial culture

RESOURCES

Teacher Resources

- Sociology Pacing Guide
- Crash Course Sociology - What is Sociology?
- Crash Course Sociology - Sociology & Scientific Research
- Intro to Sociology
- Sociology Research Slides

Equipment Needed:

- Laptop, Google Suite, NewLine TV/Screen

UNIT 2 OVERVIEW

Content Area: Social Studies

Unit Title: Culture & Social Stratification

Target Course/Grade Level: 11th & 12th Grade

Unit Summary: This unit will cover the concepts of culture and social stratification, focusing on how shared values, norms, and beliefs shape societies and how hierarchical structures impact individuals and groups. This unit will also explore cultural diversity, subcultures, inequality, and the systems that perpetuate or challenge social hierarchies.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

National Standards for Sociology:

ASA Standard 2.1: Students will describe the components of culture.

- 2.1.1 Norms
- 2.1.2 Values
- 2.1.3 Beliefs
- 2.1.4 Symbols and language

ASA Standard 2.2: Students will explore cultural variation.

- 2.2.1 Subcultures
- 2.2.2 Countercultures
- 2.2.3 Multiculturalism
- 2.2.4 Ethnocentrism and cultural relativism

ASA Standard 3.1: Students will describe the process of socialization.

- 3.1.1 Nature vs. nurture debate
- 3.1.2 Development of self
- 3.1.3 Analyze how socialization varies across time, cultures, and social groups.

2020 NJ Student Learning Standards - Social Studies:

- 6.3.12.CivicsCM.1: Participate in deliberative processes that support thoughtful and inclusive discussions in which claims and evidence are acknowledged and evaluated.
- 6.2.12.HistoryUP.3.b: Compare the status of specific groups in the ancient world to those of people today and evaluate how individuals perceived the principles of liberty and equality.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSENT.4).
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Interdisciplinary Connections and Standards:

New Jersey Student Learning Standards - Comprehensive Health and Physical Education

- 2.1.2.SSH.5: Identify basic social needs of all people.
- 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.
- 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

2023 New Jersey Student Learning Standards – English Language Arts

- SL.II.11-12.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.ES.11-12.3 - Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Unit Understandings:

Students will understand that...

- Social structures exist at all levels of society, large and small
- Social structures have behaviors and actions that are often associated with them
- Similar to culture, social structure can change in a variety of circumstances
- Society itself views social structure as a necessity at times
- Humans can create and transmit culture.
- Recognize the two essential components of culture (norms and values).
- Differentiate between material and nonmaterial culture.

Unit Essential Questions:

- How is culture formed, and how is it changed? (AAH, HG, LGBTG, AAPI)
- What are the material and nonmaterial aspects of culture? (AAH, HG, LGBTG, AAPI)
- How and why do cultural values change?
- How do changes in society and culture (i.e., globalization, regionalism, nationalism, etc.) affect behavior at the societal level and on an individual level?
- What defines a culture? (AAH, HG, LGBTG, AAPI)
- What norms and values are central to our culture? (AAH, HG, LGBTG, AAPI)

- Why do humans stratify themselves?
- How does one's social location change within society?
- How do the various sociological perspectives explain how age, gender, and race shape your place in society? (AAH, LGBTG, AAPI)

Knowledge and Skills:

Students will know...

- The meaning of the term culture, and how material culture and nonmaterial culture differ as well as the basic components of culture.
- How cultural diffusion can change society. (AAH, LGBTG, AAPI)
- Different components of culture form and change frequently.
- Functionalists would argue that stratification serves the purpose of organizing society so that it can accomplish the goals of society, while conflict theorists argue that stratification results from how a society distributes the scarce resources it possesses.
- How gender, ethnicity, race, age, and socio/economic class factor into one's social location, and a change in any of these can change a person's place in life. (AAH, LGBTG, AAPI)
- Each of the three major perspectives views age, gender, and race as being defined by each society, with each having differing influences on an individual's development, strata, and identity. (AAH, LGBTG, AAPI)

Students will be able to...

- Identify and offer explanations for social inequality
- Position personal life choices and chances in a demographic context
- Place an issue in a larger context (identify systemic elements; identify stakeholders; list unintended consequences)
- Posit intervening factors and spurious relationships in social life
- Critically assess websites and electronic resources
- Analyze texts or news to identify possible sources of bias (AAH, LGBTG, AAPI)
- Evaluate the methodological processes and limits of research
- Describe the elements of the scientific method in the social sciences
- Transform a topic of interest into a researchable, sociological question
- Apply digital tools to gather, evaluate, and use information
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Summative assessment to include: tests with multiple-choice and essay components, quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations.

- Alternative - Breaking Social Norms and Folkways Project - Students will work in groups to develop a theory concerning what they believe are folkways in American culture and the response when those folkways are deliberately broken. Students will then design and conduct a video/online survey demonstrating the identified folkway being broken and responses of people with that broken folkway. Students tabulate results and report on findings and present them to the class.
- Stratification Assessment
- Culture Assessment B
- Culture Assessment A

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Sneeches
- Social Inequalities 5 Coins
- Culture Vocabulary & Terms
- Cultural Comparisons

RESOURCES

Teacher Resources:

- Sociology Pacing Guide
- What is Social Stratification?
- Crash Course Culture & Subcultures
- STAX - What is Culture
- Video - What is Culture?
- Video - What are Ideal and Real Cultures?
- Subcultures
- TED Talk Social Capital

Equipment Needed:

- Laptop, Google Suite, NewLine TV/Screen

UNIT 3 OVERVIEW

Content Area: Social Studies

Unit Title: Adolescence & Education

Target Course/Grade Level: 11th & 12th Grade

Unit Summary: This unit will cover the developmental stage of adolescence and its connection to education. Students will investigate how adolescence affects learning, decision-making, identity, and interpersonal relationships. The unit also addresses educational equity, student mental health, and personal responsibility in academic growth.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

National Standards for Sociology:

ASA Standard 4.1: Students will identify components of social structure.

- 4.1.1 Status
- 4.1.2 Roles
- 4.1.3 Groups

ASA Standard 4.2: Students will describe the function of social institutions.

- 4.2.1 Family
- 4.2.2 Education
- 4.2.3 Religion
- 4.2.4 Government
- 4.2.5 Economy

ASA Standard 4.3: Students will examine the impact of social institutions on individuals and groups.

- 4.3.1 Role expectations
- 4.3.2 Institutional norms

2020 NJ Student Learning Standards - Social Studies:

- 6.1.12.CivicsPI.4.a: Use data and evidence to evaluate the impact of public policies and governmental decisions on the United States and/or international community.
- 6.1.12.CivicsPR.4.a: Use evidence and quantitative data to evaluate the effectiveness of rules, laws, and public policy in protecting property, achieving societal goals, and promoting the common good.
- 6.1.12.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War and evaluate how ideas about citizenship and suffrage were impacted by the war.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and

- problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Interdisciplinary Connections and Standards:

2023 New Jersey Student Learning Standards – English Language Arts

- SL.II.11-12.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.ES.11-12.3 - Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Unit Understandings:

Students will understand that...

- Schools are becoming increasingly bureaucratic; students should also appreciate the nature of education as a response to the needs of society, that the aim of creating a true meritocracy is much harder in practice as inequalities in education are not easily dismissible and lastly, and the highly influential socialization that occurs as a result of the setting of educational institutions. (AAH, HG, LGBTG, AAPI)

Unit Essential Questions:

- How does the bureaucratic nature of schools shape us in both known and unknown ways?
- What are some of the benefits and drawbacks of a centralized educational system on the development of the individual? (AAH, LGBTG, AAPI)
- How has the goal and nature of the public education system in the United States changed over time in response to cultural and ideological shifts, as well as advancements in technology?
- How do the three major sociological perspectives view the role of education in societies?

Knowledge and Skills:

Students will know...

- Adolescence is not just a biological stage but a socially defined period that varies across cultures and historical contexts.

- The expectations, roles, and experiences of adolescents differ based on societal norms and values.
- Key institutions—such as family, peers, school, media, and religion—play crucial roles in shaping adolescent behavior, identity, and worldview (AAH, HG, LGBTG, AAPI)
- Peers and media often become increasingly influential during adolescence.
- Adolescents actively form their identities through interactions with others and the larger culture.
- Race, ethnicity, gender, class, and sexuality all intersect with adolescent identity development.
- Sociological theories (e.g., symbolic interactionism, conflict theory, functionalism) offer insights into adolescent development and behavior. (AAH, HG, LGBTG, AAPI)
- Concepts like role strain, identity negotiation, and status sets apply to adolescent life.
- Education is a formal system of socialization that transmits culture, norms, values, and skills. (AAH, HG, LGBTG, AAPI)
- Schools serve both manifest functions (e.g., learning academic content) and latent functions (e.g., social integration, discipline).
- Schools teach implicit lessons such as obedience, conformity, and competition that help maintain existing social hierarchies.
- Education is often seen as a pathway to upward mobility, but access and quality vary widely, affecting outcomes (AAH, LGBTG, AAPI)
- The relationship between education and economic opportunity is complex and influenced by social capital.

Students will be able to...

- Discuss schools as bureaucracies.
- Outline the basic function of education.
- Evaluate the merit-based nature of public education.
- Describe how schools socialize students.
- Describe educational inequality. (AAH, LGBTG, AAPI)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Summative assessment to include: tests with multiple-choice and essay components, quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations.
- Alternative: Create a collage, web, poster, or timeline reflecting the socialization experience of the American teenager. Produce and provide examples of people, institutions, media, or experiences representative of socialization, identifying what is “learned” through socialization for each example
- Adolescence Assessment
- Education Assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- A Guide To Teenage Dating
- What Teenagers Want To Know

RESOURCES

Teacher Resources:

- Sociology Pacing Guide
- Studying While Hungry
- Teens and Dating
- The Invention of Adolescence
- Society & Education
- Education

Equipment Needed:

- Laptop, Google Suite, NewLine TV/Screen

UNIT 4 OVERVIEW

Content Area: Social Studies

Unit Title: Social Control & Deviance

Target Course/Grade Level: 11th & 12th Grade

Unit Summary: This unit will cover how societies define, regulate, and respond to deviant behavior and crime. Sociological theories of deviance, the role of social norms, and the criminal justice system will be discussed. The unit also considers the impact of race, class, gender, and media on perceptions of crime.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

National Standards for Sociology:

ASA Standard 5.1: Students will describe systems of stratification.

- 5.1.1 Caste
- 5.1.2 Class
- 5.1.3 Meritocracy

ASA Standard 5.2: Students will analyze the impact of social stratification.

- 5.2.1 Life chances
- 5.2.2 Power and privilege

ASA Standard 5.3: Students will analyze the causes and consequences of inequality.

- 5.3.1 Institutional and individual discrimination
- 5.3.2 Access to opportunity
- 5.3.3 Wealth and income gaps

ASA Standard 5.4: Students will describe patterns of inequality based on social characteristics.

- 5.4.1 Race and ethnicity
- 5.4.2 Gender
- 5.4.3 Age
- 5.4.4 Sexual orientation
- 5.4.5 (Dis)ability

ASA Standard 5.5: Students will describe the social construction of race and ethnicity.

- 5.5.1 Social vs. biological definitions
- 5.5.2 Racial/ethnic categories across time and place

ASA Standard 5.6: Students will describe the effects of discrimination and inequality on group life and on the achievement of life goals.

- 5.6.1 Historical and contemporary examples
- 5.6.2 Social outcomes (e.g., housing, education, healthcare)

ASA Standard 5.7: Students will explain how institutions both create and perpetuate and address social inequality.

- 5.7.1 Education
- 5.7.2 Criminal justice
- 5.7.3 Media

ASA Standard 5.8: Students will evaluate responses to discrimination and inequality from various institutions and social movements.

- 5.8.1 Civil rights legislation
- 5.8.2 Grassroots movements
- 5.8.3 International human rights initiatives

2020 NJ Student Learning Standards - Social Studies:

- 6.1.12.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War and evaluate how ideas about citizenship and suffrage were impacted by the war.
- 6.1.12.HistorySE.5.a: Analyze the causes, goals, and effectiveness of various social and political reform movements in the United States during the 19th and 20th centuries.
- 6.3.12.CivicsPR.4: Evaluate various political institutions, ideologies, and policies to determine how they interact with civic participation.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Interdisciplinary Connections and Standards:

2023 New Jersey Student Learning Standards – English Language Arts

- SL.II.11-12.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.ES.11-12.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Unit Understandings:

Students will understand that...

- In every society, norms and values guide behavior and define what is considered acceptable. (AAH, HG, LGBTG, AAPI)
- When individuals or groups violate these expectations, their actions may be labeled as deviant.
- Deviance is socially constructed—its definitions vary across cultures, time periods, and social contexts.
- Power and inequality shape who is labeled as deviant and how social control is applied.
- Institutions such as the family, education system, media, and the criminal justice system play crucial roles in enforcing conformity.
- Theories of deviance—such as functionalism, conflict theory, and symbolic interactionism—help explain why deviance occurs, how it's managed, and what purposes it may serve in society.

Unit Essential Questions:

- Why do people commit deviant acts?
- How is deviance both positive and negative to society? (AAH, HG, LGBTG, AAPI)
- How does the culture and time period dictate deviance?
- How does the Criminal Justice System have both positive and negative consequences?
- How do theorists define, explain, and defend deviant behaviors?
- Why is it important that there is a Juvenile Justice System, and how do we determine “adult”?
- How do people become labeled as deviant?
- How can being labeled a deviant affect a person’s behaviors? (AAH, HG, LGBTG, AAPI)
- How does television and film portray the positive and negative elements of deviance? (AAH, HG, LGBTG, AAPI)
- How do we attempt to promote conformity in society? (AAH, HG, LGBTG, AAPI)

Knowledge and Skills:

Students will know...

- Deviance is anything that violates a norm.
- Culture and time period determine the level and degrees which deviance is perceived, expected, and accepted. Therefore, acts defined as deviant can constantly change.
- There are positive social functions of deviance, and they include clarifying norms, unifying the group, diffusing tension, promoting social change, and providing jobs. (AAH, LGBTG, AAPI)
- Every person will commit deviant acts over the course of their lives.
- Theorists believe there are different explanations for why deviance occurs in society.
- The Criminal Justice System’s purpose includes retribution, deterrence, rehabilitation, and social protection.
- In the United States, we “typically” believe that there should be different punishments for people under the age of 18.
- Depending on the degree of the deviant act, it is not automatic that a minor will always be charged as a minor

Students will be able to...

- Outline and explain the nature of deviance and provide the social functions of deviance
- Compare and contrast the theories that have been proposed to explain deviance
- Identify, define, and explore the different types of crimes in the United States
- Explain the characteristics of the American Criminal Justice System, and judge the positives and negatives of the system

- Create a list of the ways deviance affects school, and how the deviance is both positive and negative.
- Interview a member of the Criminal Justice System and ask them for solutions to promote conformity
- Examine how the media is influenced by deviance, and attempt to explain the fascination with deviant acts.
- Debate a Supreme Court case of choice, and decide whether the act was truly deviant.
- Assess the desire to conform after breaking a norm. How did/do people attempt to get you to conform?
- Analyze how the media addresses via behavior through the internet, magazines, and news shows. (AAH, LGBTG, AAPI)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Summative assessment to include: tests with multiple-choice and essay components, quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations.
- Crime Quiz
- Social Control & Deviance Essay Question Bank

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Criminal Profile Project
- Operation D Minus
- Social Control & Deviance Vocabulary Activity

RESOURCES

Teacher Resources:

- Sociology Pacing Guide
- Theories of Crime and Deviance
- Crime and Deviance - How Sociologists Study Them
- Theoretical Perspectives on Crime and Deviance
- Chapter 7

Equipment Needed:

- Laptop, Google Suite, NewLine TV/Screen

UNIT 5 OVERVIEW

Content Area: Social Studies

Unit Title: Sports & Mass Media

Target Course/Grade Level: 11th & 12th Grade

Unit Summary: This unit will cover the relationship between sports and mass media, exploring how they influence each other and shape public opinion, culture, and identity. This unit will analyze the portrayal of athletes, the commercialization of sports, and the societal impacts of sports coverage through various media platforms. This unit will also explore the role of mass media in shaping public opinion, culture, identity, and democracy.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

National Standards for Sociology:

ASA Standard 6.2: Students will explain how social change is affecting individuals and social institutions.

- 6.2.1 Sources of social change (e.g., technology, globalization, environmental change)
- 6.2.2 Effects on individuals and institution.

ASA Standard 6.3: Students will explore career opportunities and future directions in sociology.

- 6.3.1 Academic and applied sociology
- 6.3.2 Sociological thinking in careers (e.g., public health, urban planning, policy, education)

2020 NJ Student Learning Standards - Social Studies:

- 6.3.12.CivicsPR.4: Evaluate various political institutions, ideologies, and policies to determine how they interact with civic participation.
- 6.1.12.CivicsCM.3.a: Evaluate the impact of current and emerging technologies on the global society.
- 6.1.12.HistorySE.5.a: Analyze how historical sources reveal the challenges of establishing historical accuracy, objectivity, and meaning.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Interdisciplinary Connections and Standards:

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies have had on innovation and on a society's economy, politics, and culture.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Unit Understandings:

Students will understand that...

- Sports and mass media are powerful social institutions that reflect, reinforce, and sometimes challenge societal values, norms, and inequalities.
- Sports and media are often seen influencing public opinion, identity, and culture on both individual and collective levels.
- Sports and media can help shape ideas about race, gender, class, and nationalism. (AAH, LGBTG, AAPI)
- Mass media serve as a primary means by which sports are consumed, commercialized, and celebrated.
- Mass Media can also perpetuate stereotypes or promote social change. (AAH, LGBTG, AAPI)
- Sports function not only as entertainment but also as a site for the negotiation of power, identity, and resistance. (AAH, LGBTG)

Unit Essential Questions:

- How does playing sports allow us to understand how we become who we are?
- Are the games we play to be found naturally within us, or does society create games that can sometimes be antithetical to our nature?
- How do sports manifest themselves as human behavior within different societies and different time periods?
- How are sports understood by the three major theoretical perspectives?
- How, and why, do the larger problems of society exist within sports?
- Do the larger social ramifications of sports challenge your own beliefs about sports-related issues?

Knowledge and Skills:

Students will know...

- Sports and mass media are social institutions that explain their functions in society.
- Use sociological concepts and frameworks to examine the roles of sports and media in society.
- How sports and media reflect and shape cultural values, norms, and ideologies.
- How individuals and groups are socialized through participation in and consumption of sports and media.
- How issues of race, gender, class, and sexuality are represented and challenged within sports and mass media. (AAH, LGBTG, AAPI)
- The mass media shapes public opinion, constructs social narratives, and impacts behavior and identity.
- How to collect and interpret data on media consumption, sports participation, or public opinion.

Students will be able to...

- Justify sport as an American institution.
- Compare and contrast sport in America from a functionalist, conflict, and symbolic interactionist perspective.
- Understand the relationship between American sport and social mobility. (AAH)
- Cite evidence of sexism and racism in American sport.
- Present findings and arguments clearly through writing, presentations, or multimedia formats.
- Apply major sociological theories (e.g., functionalism, conflict theory, symbolic interactionism) to the study of sports and media.
- Analyze the global reach of sports and media and their roles in promoting consumerism and nationalism

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Summative assessment to include: tests with multiple-choice and essay components, quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations.
- Social Dilemma Review Assessment
- Mass Media Essay Test

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Sports Protests WebQuest
- Sports Protest and Progress WebQuest Questions
- Social Dilemma Do Now
- Sports & Mass Media Terms and Vocabulary Assignment

RESOURCES

Teacher Resources:

- Sociology Pacing Guide
- Social Dilemma Vocabulary
- Sociology & Sports
- The Importance of Sports in Society
- Pros & Cons of Social Media

Equipment Needed:

- Laptop, Google Suite, NewLine TV/Screen