

Sociology: Social Relationships

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze reciprocal relationships among social institutions and culture in order to explain impact on the individual. - Students will demonstrate the ability to analyze reciprocal relationships among individuals, groups, and society in order to explain impact on social structures. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Soc.2.9-12. Define social context in terms of the external forces that shape human behavior. - Soc.3.9-12. Identify how social context influences individuals. - Soc.7.9-12. Cite examples of how culture influences the individuals in it. - Soc.11.9-12. Analyze the influence of the primary agents of socialization and why they are influential. - Soc.12.9-12. Explain the social construction of self and groups. - Soc.13.9-12. Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups. - Soc.14.9-12. Explain how in-group and outgroup membership influences the life chances of individuals and shapes societal norms and values. - Soc.15.9-12. Identify common patterns of social inequality. - Soc.16.9-12. Interpret the effects of inequality on groups and individuals. - Soc.17.9-12. Analyze why the distribution of power and inequalities can result in conflict. - Soc.18.9-12. Propose and evaluate alternative responses to inequality. - Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact	Transfer	
	<i>Students will be able to independently use their learning to act responsibly and make informed decisions based upon their understanding social relationships.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - people demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. - principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens. - all individuals are impacted by social change, which refers to the transformation of culture, social institutions, and social structure over time. - individual and group identity is socially constructed through relationships with significant individuals, groups, and society as a whole. - major social and historical events can be a force in socializing entire generational groups.	ESSENTIAL QUESTIONS <i>Do the needs of the individual outweigh the needs of the group?</i>
Acquisition		
	<i>Students will know...</i> - that groups provide their members with structured interactions, common goals and norms, and shared identity. - that different groups have different methods of making decisions and function best with different kinds of leadership. - that each person is a member of primary and secondary groups, in-groups and out-groups, and reference groups. - that interaction among individuals is generally studied by sociologists using the interactionist	<i>Students will be skilled at...</i> - defining and identifying the influences of social context. - citing examples of the influences of culture on individuals. - explaining and analyzing influences. - explaining social construction. - identifying characteristics of groups and their reciprocal relationships. - identifying common patterns. - interpreting impact. - analyzing cause and effect relationships.

democratic principles. • Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.	perspective. • that interaction among groups can take the form of exchange, competition, conflict, cooperation, or accommodation. • that deviant behavior violates a society's norms. • that one person's deviance affects other members of society. • that societies exercise both internal and external social controls to reward positive behavior and punish wrongdoing. • that sociological perspectives differ in their outlook on deviant behavior. <u>vocabulary:</u> primary group, secondary group, reference group, personality, heredity, instinct, socialization, self, looking-glass self, role-taking, significant others, generalized other, I, me, agents of socialization, peer group, mass media, non-traditional family, blended family, total institution, resocialization, conformity, deviance, stigma, cultural-transmission theory, differential association, structural-strain theory, anomie, control theory, labeling theory, primary devianmce, decondary deviance	• proposing and evaluating alternative responses. • evaluating social and political systems in different contexts, times, and places. • analyzing the impact of personal interests and perspectives.
Content Area Literacy Standards		21st Century Skills
• RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. • RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. • RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. • RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. • RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources • WHST.11-12.1 Write arguments focused on discipline-specific content. WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. • WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.		• <i>reason effectively</i> • <i>think creatively</i> • <i>communicate clearly</i> • <i>collaborate with others</i>

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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	