PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Sociology

Curriculum Writing Committee:

Adam Manzoni

Grade Level: 9-12

Date of Board Approval: _____

Course Weighting: Sociology

Tests (2 per quarter)	100 points per test	200 Total
Quizzes (2 per Quarter)	50 Points per quiz	100 Total
Projects (1-2 Per Quarter)	50-100 points per project	50-100 Points
Homework/Classwork	10-20 points per assignment	120-150 Total
Constructive Response (1 per Quarter)	40 points per CR	40 Total
Participation	45 Points	45 Total
		Total: 555-635 Points

Curriculum Map

Overview:
This course is designed to provide a solid foundation for students planning on taking additional sociology courses in college. It is a comprehensive study of the basic history, concepts, principles and applications of group theory in contemporary American society. The first part of the course focuses on how culture influences us as well as our socialization and compares macro-sociology and micro-sociology. Included in the first part is a unit on sociological research. The second part of the course begins with an overview of the socialization process and then moves on to a focus on macro-sociology with an emphasis on groups, complete societies, formal organizations and social control with a focus on how these elements work together to maintain social order. The course ends with a unit on the effects of media and technology on society. Completing at least fifteen (15) hours of community service is a semester-long course requirement designed so students will gain a greater appreciation of their responsibilities and duties as interactive community members and as citizens in a democratic society.

Goals:

- **Marking Period 1/3 (45 days) -** Students will be able to …
    - Unit 1: Introduction to Sociology- 11 Days

        - Define Sociology
        - Describe the early theorists of sociology and how they provided the foundation for modern sociologists
        - Define the three perspectives of sociology
        - Apply the three sociological perspectives to real life scenarios
    - Unit 2: Research Methods- 10 Days
        - Define the various research methods used in sociology
        - Depict research methods in famous sociological studies
        - Create and perform a sociological experiment
    - Unit 3: Culture- 12 Days
        - Define Culture
        - Depict types of culture in students' lives
        - Understand the elements of culture
        - Depict the three sociological perspectives views on culture
    - Unit 4: Society and Social Interaction- 12 Days
        - Define Society
        - Describe the Pre-Industrial Society Types
        - Describe historical events that causes societal change
        - Depict the three sociological perspectives views on Society and how they differ from one another
- Marking Period 2/4 (45 Days)- Students Will be able to…
    - Unit 5- Socialization- 11 Days
        - Identify and describe the theories of self-development.
        - Explain the importance of the socialization process to society and the individual.
        - Compare how the agents of socialization affect the socialization process?
        - Evaluate the influence of socialization as we age.
    - Unit 6: Groups and Organizations- 10 Days
        - Differentiate between different types of groups within society.
        - Explain how group size/structure affects dynamics within the group.
        - Describe how formal organizations impact society.
    - Unit 7: Crime and Deviance- 12 Days
        - Identify what deviance is and is not.
        - Identify what crime is and is not.
        - Compare methods that society uses to enforce social control.
        - Explain how the sociological paradigms view deviance?
        - Evaluate effects of crime on society.
        - Compare the levels of law enforcement and criminal justice system
    - Unit 8: Media and Technology- 12 Days
        - Analyze how media and technology has changed.
        - Evaluate the impact of modern media and technology on American society.
        - Evaluate the impact of modern media and technology on globalization.
        - Describe how the sociological paradigms view media and technology?

Big Ideas:

- Big Idea #1: The concepts of society and culture are closely related but different.
- Big Idea #1: Sociology is the study of patterns within society.
- Big Idea #3: Sociology came about because of the American, French and Industrial Revolutions.
- Big Idea #4: The study of sociology was heavily influenced by input from men such as Emile Durkheim, Auguste Comte, Karl Marx and Max Weber.
- Big Idea #2: The three paradigms of sociology offer broad perspectives to explain different aspects of social life.
- Big Idea #6: Sociologists use both the scientific method and an interpretive framework to study society.
- Big Idea #7: Sociologists use six different forms of research in sociology.
- Big Idea #8: The role of ethics is critical when doing sociological research.
- Big Idea #9: Culture has both material and nonmaterial aspects.
- Big Idea #10: Some aspects of culture appear to be universal.
- Big Idea #11: Ethnocentrism has both good and bad aspects for culture.
- Big Idea #12: Nonmaterial culture is made up of values, beliefs, norms, symbols and language.
- Big Idea #13: Culture is really a universe of smaller cultures that take the form of high, pop, sub- and counter cultures.
- Big Idea #14: Innovation, cultural diffusion and globalization are all having a huge impact around the world.
- Big Idea #15: The three paradigms of sociology have very different views on the impact of culture.
- Big Idea #16: Sociology focuses on the level of technology to describe the six different types of societies.
- Big Idea #3: The three paradigms of sociology have very different views of societies.
- Big Idea #4: How we are socialized has a strong influence on our social interactions with others.
- Big Idea #5: There are large differences between psychological and sociological theories on how we develop. our self-image.
- Big Idea #20: The study of feral children allows us to gain insight into the importance of the socialization process.
- Big Idea #6: Societies create specific institutions to help with the socialization process.
- Big Idea #22: The socialization process is a life-long process.
- Big Idea #23: There are many different types of groups that we belong to, some of which we do not even realize are there.
- Big Idea #24: The size and structure of groups affect the interpersonal dynamics within the group.
- Big Idea #25: Bureaucracies and other types of formal organizations all play large parts in our lives.
- Big Idea #7: Deviance and social control are important to the maintenance of society.
- Big Idea #27: The three paradigms of sociology vary on what the significance of deviance is.
- Big Idea #28: Theories of deviance vary widely as far as why deviance occurs.

- Big Idea #29: Types of criminal activity vary by socio-economic status.
- Big Idea #30: Crime statistics vary by region and demographics.
- Big Idea #8: Technology is a constant within any society and is constantly evolving.
- Big Idea #32: Technological inequality is a hindrance for a student's future success.
- Big Idea #33: The increased availability of media, particularly the Internet, has led to the globalization of Western thought.
- Textbook and Supplemental Resources

Textbook and Supplemental Resources:

- Primary Textbook Name- Introduction to Sociology
    - Textbook ISBN: 978-1-938168-41-3
    - Textbook Publisher/Year of Publication: Open Stax, Rice University, 2020

- **Supplemental Resources:**
    - **Documentaries available via YouTube**
        - **Genie Wiley https://www.youtube.com/watch?v=VQzN5G7u5_k&pp=ygULZ2VuaWUgd2lsZXk%3D**
        - **Biotech Revolution https://www.youtube.com/watch?v=WBbDi4vPraA&t=2085s&pp=ygUSYmlvdGVjaCByZXZvbHV0aW9u**
    - **Fictional Movies that apply sociological concepts**
        - **Remember the Titans**
        - **Aladdin**
        - **Home Alone**
    - **Case Studies and experiments**
        - **Stanford Prison Experiment https://www.prisonexp.org/**
        - **Harlow Monkey Experiment https://www.psychologicalscience.org/publications/observer/obsonline/harlows-classic-studies-revealed-the-importance-of-maternal-contact.html**
    - **Current Events**

Curriculum Plan

Unit 1: Introduction to Sociology **TimeDays**: 11 Days

- **Standards:**
  - PACS Reading and Writing for History and Social Studies
  - **CC.8.6.11-12.A**, Write arguments focused on discipline-specific content: Introduce precise, knowledgeable claim(s); distinguish the claims from alternate or opposing claims; organize logically; develop claims and counterclaims fairly and thoroughly; use words/phrases/clauses and varied syntax to link major sections; maintain formal style and objective tone appropriate to the discipline; provide a concluding statement/section that follows from/supports the argument
  - **CC.8.6.11-12.B**, Write informative/explanatory texts including narration of historical events, scientific procedures/experiments, or technical processes: Introduce a topic; organize complex ideas so that each new element builds on the preceding; may include headings, graphics, tables, multimedia; develop the topic through significant facts, details, quotations, examples; use varied transitions and sentence structures; use precise language, domain-specific vocabulary, techniques such as metaphor, simile, analogy; maintain formal style; provide a concluding statement/section.
  - **CC.8.6.11-12.C,**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - **CC.8.6.11-12.D**, Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - **CC.8.6.11-12.E**, 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.
  - **C.8.6.11-12.F**, Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
  - **CC.8.6.11-12.G**, Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation
  - **CC.8.6.11-12.H,** Draw evidence from informational texts to support analysis, reflection, and research
  - **CC.8.6.11-12.I,** Write routinely over extended time frames (for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
  - **CC.8.5.11-12.A**, 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.

- **CC.8.5.11-12.B**, 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
- **CC.8.5.11-12.C**, Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- **CC.8.5.11-12.D**, Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
- **CC.8.5.11-12.E**, 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
- **CC.8.5.11-12.F**, Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- **CC.8.5.11-12.G**, 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
- **CC.8.5.11-12.H,** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information
- **CC.8.5.11-12.I** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Objectives:

- Identify key vocabulary concepts. (DOK 1)
- Identify aspects of social location and apply them to your life in order to identify your social location. (DOK 1,3)
- Compare and contrast sociology to the other social sciences. (DOK 2)
- Connect the events of the late 18th and early 19th early centuries to the development of sociology as a separate discipline in the social sciences. (DOK 4)
- Critique the theories of the early researchers who influenced the development of sociology (Comte, Spencer, Marx, Durkheim and Weber). (DOK 3)
- Synthesize the reasons for the separation of sociology and social work in the United States by looking at the work of Addams, DuBois, Parsons and Mills. (DOK 4)
- Differentiate between the three theoretical perspectives in sociology. (DOK 3)
- Connect the study of sociology with your plans for the future and brainstorm how sociology can help in your professional and personal lives. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Picture analysis of a large crowd at a sporting event. Students think, pair, share brainstorming ideas from the prompt "What do you see?"
- Classwork reading and corresponding questions from the reading of "Intro and History of Sociology"
- Classwork reading of the three sociological perspectives with scenario application questions

- Compare and Contrast Social Work v Sociology Venn Diagram activity.
- Social Work v Sociology DOK Question Activity.
- 1. Student completion of vocabulary worksheet.
- 2. Lecture and class discussion utilizing PowerPoint on what sociology is and how it developed.
- 3. Worksheet for Crash Course Sociology #1 "What is Sociology" for homework. (https://www.youtube.com/watch?v=YnCJU6PaCio&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=3)
- 4. Lecture and class discussion utilizing PowerPoint on the three major paradigms (theoretical perspectives) in sociology.
- 5. Worksheet for Crash Course Sociology #2 "Major Social Paradigms" for homework. (https://www.youtube.com/watch?v=DbTt_ySTjaY&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=4)
- 6. Brainstorming session on how the study of sociology can have positive effects on someone's personal and professional lives.
- 7. Student completion of review packet in preparation for chapter test.

Assessments:

- **Diagnostic:**
  - Classroom Discussions
  - Classroom Think, Pair, Share
  - Warm Up Questions
  - Exit Tickets

- **Formative:**
  - Teacher-Generated Worksheets
  - Scholarly Journals and Current News Events

- **Summative:**
  - Unit 1 Assessment (Test)

- **Correctives:**
  - Completion of Teacher Provided reinforcing worksheets
  - More extensive direct instruction

- **Extensions:**
  - Reading/interpretation/completion of teacher and publisher-provided enrichment activities
  - Written summarization of scholarly journals and current news events that link to the content studied. (ex. Nepal protests, which relate to conflict theory)

Unit 2: Sociological Research **Time/Days:** 10 Days

- **Standards:**
  - Copy and paste each standard (number AND description)
  - **CC.8.6.11-12.A**
    Write **arguments focused on discipline-specific content**, using evidence and reasoning to support claims.
  - **CC.8.6.11-12.B**
    Write **informative/explanatory texts**, including the narration of historical events, scientific procedures, or technical processes.
  - **CC.8.6.11-12.C**
    Produce **clear and coherent writing** in which development, organization, and style are appropriate to the task, purpose, and audience.
  - **CC.8.6.11-12.D**
    Develop and strengthen writing by **planning, revising, editing, rewriting, or trying a new approach**, focusing on what is most significant for a specific purpose and audience.
  - **CC.8.6.11-12.E**
    Use **technology (including the Internet)** to produce, publish, and update writing individually or collaboratively in response to feedback and new information.
  - **CC.8.6.11-12.F**
    Conduct **short and sustained research projects** to answer a question or solve a problem; refine the inquiry and synthesize multiple sources to demonstrate understanding.
  - **CC.8.6.11-12.G**
    Gather relevant information from **multiple authoritative print and digital sources**, evaluate strengths and limitations, integrate information effectively, and avoid plagiarism using proper citation.
  - **CC.8.6.11-12.H**
    Draw **evidence from informational texts** to support analysis, reflection, and research.
  - **CC.8.6.11-12.I**
    Write **routinely over extended and shorter time frames** for a range of discipline-specific tasks, purposes, and audiences.
  - **CC.8.5.11-12.A**
    Cite **specific textual evidence** to support analysis of primary and secondary sources.
  - **CC.8.5.11-12.B**
    Determine the **central ideas or information** of a primary or secondary source and summarize key details and relationships.
  - **CC.8.5.11-12.C**
    Evaluate **explanations of events or processes**, determining whether reasoning and evidence support the author's claims.
  - **CC.8.5.11-12.D**
    Determine the **meaning of words and phrases in historical texts**, including analyzing how authors refine key terms.

- **CC.8.5.11-12.E**
  Analyze how a **text structures information or explanation**, including how key sentences, paragraphs, or sections contribute to understanding.
- **CC.8.5.11-12.F**
  Evaluate **authors' differing points of view** on the same historical event or issue by assessing claims, reasoning, and evidence.
- **CC.8.5.11-12.G**
  Integrate and evaluate **multiple sources of information** presented in diverse formats (visual, quantitative, and text).
- **CC.8.5.11-12.H**
  Evaluate an **author's premises, claims, and evidence** by corroborating or challenging them with other information.

Objectives:

- Identify key vocabulary concepts. (DOK 1)
- List the eight steps in the sociological research method (DOK 1)
- Assess the relative advantages and disadvantages of the six methods available to researchers. (DOK 3)
- Assess the advantages and disadvantages of the sociological research methods. (DOK 3)
- Analyze the need for ethical behavior when doing research. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Student completion of vocabulary worksheet.
- Lecture and class discussion utilizing PowerPoint on the steps of the scientific method.
- 3. Worksheet for Crash Course Sociology #3 "Sociology and the Scientific Method" for homework. (https://www.youtube.com/watch?v=ZIwyNIdgJBE&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=4)
- Lecture and class discussion utilizing PowerPoint on the four major forms of sociological research.
- 5. Worksheet for Crash Course Sociology #4 "Sociology Research Methods" for homework. (https://www.youtube.com/watch?v=QwhK-iEyXYA&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=5)
- Lecture and class discussion utilizing PowerPoint on major ethical concerns when conducting research in sociology.
- Completion of the Identifying Research Methods Activity.
- Completion of the Variables and Groups Activity.
- Completion of the Ethical Considerations Activity.
- Completion of the Future of Sociological Research Activity.
- Completion of the Group Project: Conducting Sociological Research.
- Student completion of review packet in preparation for chapter test.

Assessments:

- **Diagnostic:**
  - Pre-test, question and answer session, class discussion, brainstorming

- **Formative:**
  - Teacher generated worksheets, class discussion, question and answer

- **Summative:**
  - Chapter 2 common assessment (Quiz)
  - Conducting Sociological Research Project

- **Correctives:**
  - Completion of Teacher Provided reinforcing worksheets
  - More extensive direct instruction

- **Extensions:**
  - Reading/interpretation/completion of teacher and publisher-provided enrichment activities
  - Written summarization of scholarly journals and current news events that link to the content studied. (Diagnosing ethical problems in historic experiments. I.e Stanford Prison Experiment)

Unit 3: Culture **Time/Days:** 12 Days

- **Standards:**
  - **CC.8.6.11-12.A**
    Write arguments focused on discipline-specific content. Introduce precise claims, distinguish claims from alternate or opposing claims, and support arguments with logical reasoning and relevant evidence.
  - **CC.8.6.11-12.B**
    Write informative/explanatory texts, including the narration of historical events, scientific procedures, or technical processes. Develop the topic with relevant facts, definitions, details, and examples.
  - **CC.8.6.11-12.C**
    Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
  - **CC.8.6.11-12.D**
    Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - **CC.8.6.11-12.E**
    Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback.
  - **CC.8.6.11-12.F**
    Conduct short as well as sustained research projects to answer a question or solve a problem. Narrow or broaden the inquiry when appropriate and synthesize multiple sources.
  - **CC.8.6.11-12.G**
    Gather relevant information from multiple authoritative print and digital sources. Assess strengths and limitations of each source and integrate information while avoiding plagiarism and following standard citation formats.
  - **CC.8.6.11-12.H**
    Draw evidence from informational texts to support analysis, reflection, and research.
  - **CC.8.6.11-12.I**
    Write routinely over extended time frames (research, reflection, revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
  - **CC.8.5.11-12.A**
    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.
  - **CC.8.5.11-12.B**
    Determine the central ideas or information of a primary or secondary source. Provide an accurate summary that clarifies relationships among key details and ideas.

- **CC.8.5.11-12.C**
  Evaluate various explanations for actions or events and determine which explanation best aligns with textual evidence.
- **CC.8.5.11-12.D**
  Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of key terms.
- **CC.8.5.11-12.E**
  Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and sections contribute to the overall meaning.
- **CC.8.5.11-12.F**
  Evaluate authors' differing points of view on the same historical event or issue by assessing claims, reasoning, and evidence.
- **CC.8.5.11-12.G**
  Integrate and evaluate multiple sources of information presented in diverse formats and media (visual, quantitative, and text) to address a question or solve a problem.
- **CC.8.5.11-12.H**
  Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- **CC.8.5.11-12.I**
  Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event.

Objectives:

- Identify key vocabulary concepts. (DOK 1)
- Define ethnocentrism and analyze the concept in terms of your view of other cultures. (DOK 1, 4)
- Assess the concept of cultural relativism and its ability to provide clear understandings of other cultures' practices and beliefs. (DOK 3)
- Identify the components of symbolic culture and analyze how the same gestures can be misunderstood from one culture to another. (DOK 1, 4)
- Critique the Sapir-Whorf Hypothesis of language and perception of reality. (DOK 4)
- Distinguish between values, norms, folkways, mores, taboos and sanctions and formulate examples of how they are related in your own life. (DOK 2, 3)
- Define subculture and counterculture and classify specific groups within American society as examples. (DOK 1, 2)

Core Activities and Corresponding Instructional Methods:

- Student completion of vocabulary worksheet.
- Brainstorming session on anthropologist Ralph Linton's quote, "The last thing a fish would notice is water," and how it applies to the concept of culture.
- Lecture and class discussion utilizing PowerPoint on the what culture is and is not.
- Group presentation project on how culture evolves by decade.
- Episode of Bizarre Foods with Andrew Zimmern to highlight cultural variation.
- Or Episode of "Departures: India" to show cultural variation and culture shock.

- Lecture and class discussion utilizing PowerPoint on values, beliefs and norms.
- Lecture and class discussion utilizing PowerPoint on symbols, written language and spoken language.
- Critique the Sapir Whorf Hypothesis via class discussion.
- Worksheet for Crash Course Sociology #10 "Symbols, Values and Norms" for homework. (https://www.youtube.com/watch?v=kGrVhM_Gi8k&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=11)
- Lecture and class discussion utilizing PowerPoint on high culture, pop culture, subcultures and countercultures.
- Worksheet for Crash Course Sociology # 11 "Cultures, Subcultures, and Countercultures" for homework. (https://www.youtube.com/watch?v=RV50AV7-Iwc&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=12)
- Lecture and class discussion utilizing PowerPoint on the viewpoints of the three major theoretical perspectives (functionalism, conflict theory and symbolic interactionism) on cultural interpretation.
- Classroom question sheet about how the 3 perspectives of sociology might view American Culture.
- Student completion of review packet in preparation for chapter test.

Assessments:

- **Diagnostic:**
  - Pre-test, question and answer session, class discussion, brainstorming
- **Formative:**
  - Teacher generated worksheets, class discussion, question and answer
- **Summative:**
  - Chapter 3 common assessment (Quiz)
- **Correctives:**
  - Completion of Teacher Provided reinforcing worksheets
  - More extensive direct instruction
- **Extensions:**
  - Reading/interpretation/completion of teacher and publisher-provided enrichment activities
  - Written summarization of scholarly journals and current news events that link to the content studied. (Travelers logs, blogs, vlogs to highlight cultural variation)

Unit 4: Society and Social Interaction **Time/Days:** 12 Days

- **Standards:**
  - **CC.8.6.11-12.A**
    Write arguments focused on discipline-specific content. Introduce precise claims, distinguish claims from alternate or opposing claims, and support arguments with logical reasoning and relevant evidence.
  - **CC.8.6.11-12.B**
    Write informative/explanatory texts, including the narration of historical events, scientific procedures, or technical processes. Develop the topic with relevant facts, definitions, details, and examples.
  - **CC.8.6.11-12.C**
    Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
  - **CC.8.6.11-12.D**
    Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - **CC.8.6.11-12.E**
    Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback.
  - **CC.8.6.11-12.F**
    Conduct short as well as sustained research projects to answer a question or solve a problem. Narrow or broaden the inquiry when appropriate and synthesize multiple sources.
  - **CC.8.6.11-12.G**
    Gather relevant information from multiple authoritative print and digital sources. Assess strengths and limitations of each source and integrate information while avoiding plagiarism and following standard citation formats.
  - **CC.8.6.11-12.H**
    Draw evidence from informational texts to support analysis, reflection, and research.
  - **CC.8.6.11-12.I**
    Write routinely over extended time frames (research, reflection, revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
  - **CC.8.5.11-12.A**
    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.
  - **CC.8.5.11-12.B**
    Determine the central ideas or information of a primary or secondary source. Provide an accurate summary that clarifies relationships among key details and ideas.

- **CC.8.5.11-12.C**
  Evaluate various explanations for actions or events and determine which explanation best aligns with textual evidence.
- **CC.8.5.11-12.D**
  Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of key terms.
- **CC.8.5.11-12.E**
  Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and sections contribute to the overall meaning.
- **CC.8.5.11-12.F**
  Evaluate authors' differing points of view on the same historical event or issue by assessing claims, reasoning, and evidence.
- **CC.8.5.11-12.G**
  Integrate and evaluate multiple sources of information presented in diverse formats and media (visual, quantitative, and text) to address a question or solve a problem.
- **CC.8.5.11-12.H**
  Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- **CC.8.5.11-12.I**
  Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event.

Objectives:

- Identify key vocabulary concepts. (DOK 1)
- Compare the views of macro- and micro sociologists. (DOK 2)
- Identify the differences between ascribed statuses, achieved statuses and master statues and apply the concepts to your own life. (DOK 1, 4)
- Identify the ten social institutions in the United States and apply the concepts to explain how they have influenced your social life. (DOK 1, 4)
- Compare the functionalist and conflict views on social institutions. (DOK 3)
- Analyze and critique the theories of Durkheim and Tönnies and their relevance to today. (DOK 4)
- Explain how body language communicates messages to people. (DOK 2)
- Assess Goffman's theory of dramaturgy. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Student completion of vocabulary worksheet.
- Lecture and class discussion utilizing PowerPoint on the differences between the types of societies (hunter/gatherer, pastoral, horticultural, agricultural, industrial and postindustrial)
- Completion of the Building a Civilization Simulation on MagicSchoolAI.
- Completion of the Societal Changes during the Industrial Revolution Activity.
- Watch and complete the viewing guide for "The Story of Us: Birth of Farming".
- Group presentation project on the different types of societies.

- Worksheet for Crash Course Sociology #12 "How We Got Here" for homework. (https://www.youtube.com/watch?v=BsRSL3duSko&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=13)
- Worksheet in class on the possible emergence of a new type of society, the bio-tech society. (https://www.youtube.com/watch?v=-WkXIBCC6BA)
- Lecture and class discussion utilizing PowerPoint on Emilé Durkheim's theories on society.
- Worksheet for Crash Course Sociology #5 "Emilé Durkheim on Society" for homework. (https://www.youtube.com/watch?v=IZfGGF-YYzY&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=6)
- Lecture and class discussion utilizing PowerPoint on Karl Marx's and the conflict theorists view social class and alienation.
- Classroom questions about Alienation types.
- Worksheet for Crash Course Sociology # 6 "Karl Marx and Conflict Theory" for homework. (https://www.youtube.com/watch?v=gR3igiwaeyc&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=7)
- Lecture and class discussion utilizing PowerPoint on people's everyday roles and statuses and how they often conflict with each other.
- Defining Symbolic Interactionism: Roles and Statuses Activity and Application.
- Lecture utilizing PowerPoint on Erving Goffman's theory of dramaturgy.
- Worksheet for Crash Course Sociology #15 "Social Interaction and Performance" for homework. (https://www.youtube.com/watch?v=KRvJQxqVQc&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=15)
- Optional Project: Changing a Society: From Industrial to Post Industrial.
- Constructed Response: Evolution of Society.
- Student completion of review packet in preparation for chapter test.

Assessments:

- **Diagnostic:**
  - Pre-test, question and answer session, class discussion, brainstorming
- **Formative:**
  - Teacher generated worksheets, class discussion, question and answer
- **Summative:**
  - Chapter 4 Common Assessments (Test)
  - Constructed Response Unit 4
- **Correctives:**
  - Completion of Teacher Provided reinforcing worksheets
  - More extensive direct instruction

- **Extensions:**
    - Reading/interpretation/completion of teacher and publisher-provided enrichment activities
    - Written summarization of scholarly journals and current news events that link to the content studied. (Travelers logs, blogs, vlogs to highlight cultural variation)

Unit 5: Socialization and Development **Time/Days:** 11 Days

- **Standards:**
  - **CC.8.6.11-12.A**
    Write arguments focused on discipline-specific content. Introduce precise claims, distinguish claims from alternate or opposing claims, and support arguments with logical reasoning and relevant evidence.
  - **CC.8.6.11-12.B**
    Write informative/explanatory texts, including the narration of historical events, scientific procedures, or technical processes. Develop the topic with relevant facts, definitions, details, and examples.
  - **CC.8.6.11-12.C**
    Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
  - **CC.8.6.11-12.D**
    Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - **CC.8.6.11-12.E**
    Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback.
  - **CC.8.6.11-12.F**
    Conduct short as well as sustained research projects to answer a question or solve a problem. Narrow or broaden the inquiry when appropriate and synthesize multiple sources.
  - **CC.8.6.11-12.G**
    Gather relevant information from multiple authoritative print and digital sources. Assess strengths and limitations of each source and integrate information while avoiding plagiarism and following standard citation formats.
  - **CC.8.6.11-12.H**
    Draw evidence from informational texts to support analysis, reflection, and research.
  - **CC.8.6.11-12.I**
    Write routinely over extended time frames (research, reflection, revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
  - **CC.8.5.11-12.A**
    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.
  - **CC.8.5.11-12.B**
    Determine the central ideas or information of a primary or secondary source. Provide an accurate summary that clarifies relationships among key details and ideas.

- **CC.8.5.11-12.C**
  Evaluate various explanations for actions or events and determine which explanation best aligns with textual evidence.
- **CC.8.5.11-12.D**
  Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of key terms.
- **CC.8.5.11-12.E**
  Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and sections contribute to the overall meaning.
- **CC.8.5.11-12.F**
  Evaluate authors' differing points of view on the same historical event or issue by assessing claims, reasoning, and evidence.
- **CC.8.5.11-12.G**
  Integrate and evaluate multiple sources of information presented in diverse formats and media (visual, quantitative, and text) to address a question or solve a problem.
- **CC.8.5.11-12.H**
  Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- **CC.8.5.11-12.I**
  Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event.

Objectives:

- Identify key vocabulary concepts. (DOK 1)
- Analyze the efforts to socialize Genie, a fourteen-year old feral child discovered in Los Angeles. (DOK 4)
- Critique the theories of Cooley, Mead, Piaget, Kohlberg, Gilligan and Ericsson. (DOK 4)
- Hypothesize how our socialization and our emotions work together to create a sense of social control. (DOK 3)
- Explain the sociological difference between sex and gender. (DOK 1)
- Compare the effects of the different agents of socialization and their effects on the development of the sense of self. (DOK 2)
- Assess the theories of Erik Ericsson and compare them to the socialization process throughout the life course. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Student completion of vocabulary worksheet.
- Lecture and class discussion utilizing PowerPoint on psychological theories of self development.
- Lecture and class discussion utilizing PowerPoint on sociological theories of self development and how they differ from psychological theories.
- George Herbert Meade's "Theory of the 'Self'" Activity

- Worksheet for Crash Course Sociology #14 "Socialization" for homework. (https://www.youtube.com/watch?v=K-RvJQxqVQc&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=15)
- Lecture and class discussion utilizing PowerPoint on the critical question of socialization as a product of nature or nurture.
- Student completion of video worksheet for "Secret of the Wild Child."
- Lecture and class discussion utilizing PowerPoint on social groups and institutional agents of socialization.
- "Agents of Socialization" reading and comprehension questions
- Brainstorming session on how we are socialized and resocialized throughout the life course.
- Kohlberg's Defining the Stages of Morality DOK Question Assignment
- Student completion of review packet in preparation for chapter test.

Assessments:

- **Diagnostic:**
  - Pre-test, question and answer session, class discussion, brainstorming
- **Formative:**
  - Teacher generated worksheets, class discussion, question and answer
- **Summative:**
  - Chapter 5 Common Assessments (Quiz)
- **Correctives:**
  - Completion of Teacher Provided reinforcing worksheets
  - More extensive direct instruction
- **Extensions:**
  - Reading/interpretation/completion of teacher and publisher-provided enrichment activities
  - Written summarization of scholarly journals and current news events that link to the content studied. (Travelers logs, blogs, vlogs to highlight cultural variation)

Unit 6: Groups and Organizations **Time/Days**: 10 Days

- **Standards:**
  - **CC.8.6.11-12.A**
    Write arguments focused on discipline-specific content. Introduce precise claims, distinguish claims from alternate or opposing claims, and support arguments with logical reasoning and relevant evidence.
  - **CC.8.6.11-12.B**
    Write informative/explanatory texts, including the narration of historical events, scientific procedures, or technical processes. Develop the topic with relevant facts, definitions, details, and examples.
  - **CC.8.6.11-12.C**
    Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
  - **CC.8.6.11-12.D**
    Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - **CC.8.6.11-12.E**
    Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback.
  - **CC.8.6.11-12.F**
    Conduct short as well as sustained research projects to answer a question or solve a problem. Narrow or broaden the inquiry when appropriate and synthesize multiple sources.
  - **CC.8.6.11-12.G**
    Gather relevant information from multiple authoritative print and digital sources. Assess strengths and limitations of each source and integrate information while avoiding plagiarism and following standard citation formats.
  - **CC.8.6.11-12.H**
    Draw evidence from informational texts to support analysis, reflection, and research.
  - **CC.8.6.11-12.I**
    Write routinely over extended time frames (research, reflection, revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
  - **CC.8.5.11-12.A**
    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.
  - **CC.8.5.11-12.B**
    Determine the central ideas or information of a primary or secondary source. Provide an accurate summary that clarifies relationships among key details and ideas.

- **CC.8.5.11-12.C**
  Evaluate various explanations for actions or events and determine which explanation best aligns with textual evidence.
- **CC.8.5.11-12.D**
  Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of key terms.
- **CC.8.5.11-12.E**
  Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and sections contribute to the overall meaning.
- **CC.8.5.11-12.F**
  Evaluate authors' differing points of view on the same historical event or issue by assessing claims, reasoning, and evidence.
- **CC.8.5.11-12.G**
  Integrate and evaluate multiple sources of information presented in diverse formats and media (visual, quantitative, and text) to address a question or solve a problem.
- **CC.8.5.11-12.H**
  Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- **CC.8.5.11-12.I**
  Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event.

Objectives:

- Analyze the significance of groups as a social structure within society. (DOK 3)
- Compare the theories of Max Weber and Karl Marx on the development of formal organizations. (DOK 3)
- Apply Weber's model of bureaucracies to a typical public school district. (DOK 4)
- Explain why corporations are reinventing themselves in terms of the criticisms that are leveled at them. (DOK 3)
- Identify the characteristics of voluntary organizations and critique them in terms of the real life experiences of someone the student knows. (DOK 1, 3)
- Analyze the theory of George Ritzer that the world is becoming "McDonaldized." (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Student completion of vocabulary worksheet.
- Lecture and class discussion utilizing PowerPoint on the different types of social groups.
- Understanding Groups and Organizations Activity.
- Lecture and class discussion utilizing PowerPoint on how group size and structure affects relationships and leadership styles.
- Understanding Leadership Styles DOK Question Reading.
- Worksheet for Crash Course Sociology #16 "Social Groups" for homework. (https://www.youtube.com/watch?v=_wFZ5Dbj8DA&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=17)

- Lecture and class discussion utilizing PowerPoint on formal organizations and bureaucracies in society.
- Bureaucracy Characteristics Reading and Activity.
- Dr. John Bell as a guest speaker on how Delaware Valley fits Max Weber's model of bureaucracies.
- Worksheet for Crash Course Sociology # 17 "Formal Organizations" for homework. (https://www.youtube.com/watch?v=YDuBh7VbGgU&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=18)
- Brainstorming session on the effects of formal organizations and bureaucracies and how they relate to George Ritzer's theory of "The McDonaldization of Society."
- Students view the film "Remember the Titans" or "42: The Jackie Robinson Story" as part of culminating activity for the unit.
- Class discussion on "Remember the Titans"or :42: The Jackie Robinson Story" in relation to groups and leadership styles.
- Student completion of review packet in preparation for chapter 6 test.

Assessments:

- **Diagnostic:**
  - Pre-test, question and answer session, class discussion, brainstorming
- **Formative:**
  - Teacher generated worksheets, class discussion, question and answer
- **Summative:**
  - Chapter 6 common assessment (Test)
- **Correctives:**
  - Completion of Teacher Provided reinforcing worksheets
  - More extensive direct instruction
- **Extensions:**
  - Reading/interpretation/completion of teacher and publisher-provided enrichment activities
  - Written summarization of scholarly journals and current news events that link to the content studied. (Travelers logs, blogs, vlogs to highlight cultural variation)

Unit 7: Crime and Deviance **Time/Days**: 12 Days

- **Standards:**
  - **CC.8.6.11-12.A**
    Write arguments focused on discipline-specific content. Introduce precise claims, distinguish claims from alternate or opposing claims, and support arguments with logical reasoning and relevant evidence.
  - **CC.8.6.11-12.B**
    Write informative/explanatory texts, including the narration of historical events, scientific procedures, or technical processes. Develop the topic with relevant facts, definitions, details, and examples.
  - **CC.8.6.11-12.C**
    Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
  - **CC.8.6.11-12.D**
    Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - **CC.8.6.11-12.E**
    Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback.
  - **CC.8.6.11-12.F**
    Conduct short as well as sustained research projects to answer a question or solve a problem. Narrow or broaden the inquiry when appropriate and synthesize multiple sources.
  - **CC.8.6.11-12.G**
    Gather relevant information from multiple authoritative print and digital sources. Assess strengths and limitations of each source and integrate information while avoiding plagiarism and following standard citation formats.
  - **CC.8.6.11-12.H**
    Draw evidence from informational texts to support analysis, reflection, and research.
  - **CC.8.6.11-12.I**
    Write routinely over extended time frames (research, reflection, revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
  - **CC.8.5.11-12.A**
    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.
  - **CC.8.5.11-12.B**
    Determine the central ideas or information of a primary or secondary source. Provide an accurate summary that clarifies relationships among key details and ideas.

- **CC.8.5.11-12.C**
  Evaluate various explanations for actions or events and determine which explanation best aligns with textual evidence.
- **CC.8.5.11-12.D**
  Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of key terms.
- **CC.8.5.11-12.E**
  Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and sections contribute to the overall meaning.
- **CC.8.5.11-12.F**
  Evaluate authors' differing points of view on the same historical event or issue by assessing claims, reasoning, and evidence.
- **CC.8.5.11-12.G**
  Integrate and evaluate multiple sources of information presented in diverse formats and media (visual, quantitative, and text) to address a question or solve a problem.
- **CC.8.5.11-12.H**
  Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- **CC.8.5.11-12.I**
  Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event.

Objectives:

- Identify key vocabulary concepts. (DOK 1)
- Compare the sociobiological, psychological and sociological theories of deviance. (DOK 2)
- Critique the theory of sociobiology in terms of the controversy it creates. (DOK 4)
- Analyze deviance in terms of its relativity (what is deviant in one culture may not be in another). (DOK 4)
- Differentiate between the leading sociological theories of deviance. (DOK 3)
- Categorize criminal acts in terms of the four types of crime. (DOK 2)
- Differentiate between the viewpoints of the three theoretical perspectives of crime. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Student completion of vocabulary worksheet.
- Lecture and class discussion utilizing PowerPoint on deviance and how it functions as a form of social control.
- Student completion of worksheet for Crash Course Sociology # 18 "Deviance" for homework. (https://www.youtube.com/watch?v=BGq9zW9w3Fw&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=19)
- Lecture and class discussion utilizing PowerPoint on major theoretical perspectives on deviance.

- Introduction to Crime and Deviance Reading and DOK Questions.
- Student completion of worksheet for Crash Course Sociology # 19 "Theory and Deviance" for homework. (https://www.youtube.com/watch?v=06IS_X7hWWI&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=20)
- Lecture and class discussion utilizing PowerPoint on the types of crimes committed and the prevalence of crime in the United States.
- Officer Moglia or Officer Gaughan as a guest speaker on crime in Pike County.
- Viewing "Aladdin" or "Home Alone" to highlight different types of Crime and Deviance.
- Completing the viewing guide and questions regaridng "Aladdin" or "Home Alone".
- Worksheet for Crash Course Sociology #20 "Crime" for homework. (https://www.youtube.com/watch?v=06IS_X7hWWI&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=20)
- Lecture and class discussion utilizing PowerPoint on the American criminal justice system.
- Constructed Response: Overhauling the Legal System.
- Create a Correctional Facility Activity.
- Field trip to the Pike County Correctional Facility.
- Student completion of review packet in preparation for chapter test.

Assessments:

- **Diagnostic:**
  - Pre-test, question and answer session, class discussion, brainstorming
- **Formative:**
  - Teacher generated worksheets, class discussion, question and answer
- **Summative:**
  - Chapter 7 common assessment (Test)
  - Constructed Response Unit 7
- **Correctives:**
  - Completion of teacher provided reinforcing worksheets
  - More extensive direct instruction
- **Extensions:**
  - Reading/interpretation/completion of teacher and publisher-provided enrichment activities
  - Written summarization of scholarly journals and current news events that link to the content studied. (Travelers logs, blogs, vlogs to highlight cultural variation)

Unit 8: Technology **Time/Days:** 12 Days

- **Standards:**
  - **CC.8.6.11-12.A**
    Write arguments focused on discipline-specific content. Introduce precise claims, distinguish claims from alternate or opposing claims, and support arguments with logical reasoning and relevant evidence.
  - **CC.8.6.11-12.B**
    Write informative/explanatory texts, including the narration of historical events, scientific procedures, or technical processes. Develop the topic with relevant facts, definitions, details, and examples.
  - **CC.8.6.11-12.C**
    Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
  - **CC.8.6.11-12.D**
    Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - **CC.8.6.11-12.E**
    Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback.
  - **CC.8.6.11-12.F**
    Conduct short as well as sustained research projects to answer a question or solve a problem. Narrow or broaden the inquiry when appropriate and synthesize multiple sources.
  - **CC.8.6.11-12.G**
    Gather relevant information from multiple authoritative print and digital sources. Assess strengths and limitations of each source and integrate information while avoiding plagiarism and following standard citation formats.
  - **CC.8.6.11-12.H**
    Draw evidence from informational texts to support analysis, reflection, and research.
  - **CC.8.6.11-12.I**
    Write routinely over extended time frames (research, reflection, revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
  - **CC.8.5.11-12.A**
    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.
  - **CC.8.5.11-12.B**
    Determine the central ideas or information of a primary or secondary source. Provide an accurate summary that clarifies relationships among key details and ideas.

- **CC.8.5.11-12.C**
  Evaluate various explanations for actions or events and determine which explanation best aligns with textual evidence.
- **CC.8.5.11-12.D**
  Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of key terms.
- **CC.8.5.11-12.E**
  Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and sections contribute to the overall meaning.
- **CC.8.5.11-12.F**
  Evaluate authors' differing points of view on the same historical event or issue by assessing claims, reasoning, and evidence.
- **CC.8.5.11-12.G**
  Integrate and evaluate multiple sources of information presented in diverse formats and media (visual, quantitative, and text) to address a question or solve a problem.
- **CC.8.5.11-12.H**
  Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- **CC.8.5.11-12.I**
  Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event.

Objectives:

- Identify key vocabulary concepts. (DOK 1)
- Compare the concepts of media and technology and how they are related in modern society. (DOK 2)
- Analyze and critique the concept of "the digital divide" in terms of the global pandemic of Covid-19. (DOK 4)
- Differentiate between utility, design and plant patents, comparing the results in terms of the evolutionary model of technological change. (DOK 3)
- Connect the levels of media and technology in the United States to the concept of globalization. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Student completion of vocabulary worksheet.
- Lecture and class discussion utilizing PowerPoint on the knowledge gap created by the disparity of the availability of technology in the United States and around the world.
- Brainstorming session on the positive and negative consequences of the policy of net neutrality.
- Lecture and class discussion utilizing PowerPoint on the different types of patents issued by the United States government.
- Class discussion centering on how products evolve from one another (evolutionary model of technological change).
- Brainstorming session on types of media and how/why they influence culture.
- Classroom Questions about technology use and the emergence of AI

- Lecture and class discussion utilizing PowerPoint on the effects of globalization of media and technology.
- Classroom Questions on Advertisements in the Media
- Student completion of review packet in preparation for chapter test.
- Final project on Creating a Society

Assessments:

- **Diagnostic:**
  - Pre-test, question and answer session, class discussion, brainstorming

- **Formative:**
  - Teacher generated worksheets, class discussion, question and answer

- **Summative:**
  - Chapter 7 common assessment (Quiz)
  - Creating a Society Project

- **Correctives:**
  - Completion of Teacher Provided reinforcing worksheets
  - More extensive direct instruction

- **Extensions:**
  - Reading/interpretation/completion of teacher and publisher-provided enrichment activities
  - Written summarization of scholarly journals and current news events that link to the content studied. (Travelers logs, blogs, vlogs to highlight cultural variation)