

Sociology Curriculum

Course Description:

Sociology is the study of human behavior in groups which range from two people to societies of millions of people. Students will gain an understanding of important sociological concepts such as culture, socialization, status, role and group dynamics. Students will use the tools and techniques of sociology along with audiovisuals, group discussions, and simulations to investigate and analyze human relationships.

Grades: 11-12, Junior or Senior Standing

Course Expectations & Rationale: Gaining knowledge about human interactions and the processes for establishing norms, roles and status can help you develop powerful insights about social groups. Understanding and predicting how people may function socially can make your contributions to your family, community, university, or business more productive and satisfying.

Course Resources & Materials:

- ***The Sociology Book: Big Ideas Simply Explained* New York, NY: DK Publishing, 2015. 352 pp.**
 - *This book profiles the world's most renowned sociologists and more than 100 of their biggest ideas, including issues of equality, diversity, identity, and human rights; the effects of globalization; the role of institutions; and the rise of urban living in modern society.*
- ***You May Ask Yourself: An Introduction to Thinking Like a Sociologist***
 - *You May Ask Yourself gives instructors an alternative to the typical textbook by emphasizing the “big ideas” of the discipline, and encouraging students to ask meaningful questions. Conley employs a “non-textbook” strategy of explaining complex concepts through personal examples and storytelling, and integrates coverage of social inequality throughout the text.*
- ***Sociology OpenStax***

Course Essential Questions:

- What is the value of the sociological perspective?
- To what degree does social interaction determine who we are?
- Why do we act the way we do in social settings?
- What is the relationship between the sociological perspective and other social sciences such as economics, psychology?
- What are the scientific foundations of sociology?

- What are some applications of sociological thought?

Course Power Standards:

- *1.4. Students will identify, differentiate among, and apply a variety of sociological theories.*
- *1.2 Students will compare and contrast the sociological perspective and how it differs from other social sciences.*
- *2.1 Students will describe the components of culture.*
- *2.3 Students will evaluate important social institutions and how they respond to social needs.*
- *3.1 Students will describe the process of socialization across the life course.*
- *4.1 Students will identify common patterns of social inequality.*
- *4.2 Students will analyze the effects of social inequality on groups and individuals.*
- *4.3 Students will explain the relationship between social institutions and inequality.*

Course Enduring Understandings, Goals, & Objectives:

- *Students will understand and apply knowledge of major sociological ideas and processes in positive relationships with friends, family, coworkers and citizens..*
- *Students will understand how we both create and are created by society.*
- *Students will understand the concept of multiple perspectives and examine major social issues and problems from different frameworks.*
- *Students will understand and apply knowledge of major sociological ideas and processes.*
- *Students will understand and evaluate interactions between social groups on racial, ethnic, religious, gender, political and other issues.*
- *Students will create a foundation of mutual respect within the class as a model for positive interactions. Integrate a variety of instructional strategies into a high-functioning, dynamic, achieving and enjoyable course.*
- *Students will learn how to conduct a sociological scientific research project.*

Course Vocabulary:

- sociological perspective
- sociological imagination
- social structure
- theoretical perspective

- functionalism
- conflict perspective
- symbolic interactionism
- dysfunction

- culture
- society
- sociobiology
- norms

- folkways
- mores
- laws
- values
- material culture
- nonmaterial culture
- real culture
- ideal culture
- subculture
- counter culture
- ethnocentrism
- cultural relativism
- heredity

- socialization
- role-taking
- peer group
- desocialization
- resocialization
- reference group
- social structure
- status
- personality
- stereotypes
- peer group
- sanctions
- social class

- role
- sample
- survey
- observation
- variable
- groupthink
- bureaucracy
- informal organization
- primary group
- formal organization
- secondary group

Unit 1	Introduction to Sociology & Culture: Students will be introduced to sociological perspective, the key figures in the development of sociology (Comte, Spencer, Martineau, Weber, Durkheim), and theoretical perspectives (functionalism, conflict perspective, symbolic interactionism). Students will study the basic concepts of culture including: folkways, mores, laws, sanctions, values, material, real and ideal culture, diversity, ethnocentrism, and cultural universals.
Unit 1 Big Ideas	• EVIDENCE: Deconstruct sources of <u>evidence</u> to generate an informed conclusion/construct meaning. • ARGUMENT: Create reasoned arguments using critical thinking (Counter-arguments, Compare/Contrast, Connections/Historic Trends/Continuity and change, Drawing a conclusion, Causation) • RESEARCH: Independently select, evaluate, and organize varied sources to generate an informed conclusion/construct meaning. • ACTION: Generate a plan to take informed action to impact their community and/or participate in the problem-solving process.
Unit 1 Guiding & Essential Questions	• Why should we study sociology and what does it teach us? ○ National Standard(s): 1.1,1.2 ○ C3 Standard(s): D2 Soc.1 9-12 • How can society be viewed through various theoretical perspectives? ○ National Standard(s): 1.1,1.2 ○ C3 Standard(s): D2 Soc.1 9-12 • Who are the major contributors to the development of sociology?

	○ National Standard(s): 1.2, 1.3 ○ C3 Standard(s): D2 Soc.3 9-12 ● How do beliefs and values of a culture affect individuals and society? ○ National Standard(s): 2.1 ○ C3 Standard(s): D2 Soc. 6 & 7 9-12 ● What are the benefits and challenges of a diverse society? ○ National Standard(s): 2.1 ○ C3 Standard(s): D2 Soc. 6 & 7 9-12 ● Are there universally held values and customs? ○ National Standard(s): 4.1, 4.2, 4.3 ○ C3 Standard(s): D2 Soc 2&3 9-12 ● How are American values reflected in the media? ○ National Standard(s): 4.1, 4.2, 4.3 ○ C3 Standard(s): D2 Soc 2&3 9-12
Unit 1 Student Learning Goal(s)	Students will understand and apply knowledge of major sociological ideas and processes in positive relationships with friends, family, coworkers and citizens. ● National Standard(s): 1.1,1.2 ● C3 Standard(s): D2 Soc.1-9-12
	Students will understand how we both create and are created by society. ● National Standard(s): 1.4 ● C3 Standard(s): D2 Soc.2 9-12
	Students will look at human behavior, particularly in groups, and explain its role. ● National Standard(s): 1.2, 1.3 ● C3 Standard(s): D2 Soc.3 9-12
	Students will explain the importance of patterns in our social relationships. ● National Standard(s): 4.1, 4.2, 4.3 ● C3 Standard(s): D2 Soc 2&3 9-12
	Students will explain how people's culture interacts with others. ● National Standard(s): 2.1 ● C3 Standard(s): D2 Soc. 6 & 7 9-12

Unit 1 Vocabulary	sociological perspective, sociological imagination, social structure, theoretical perspective, functionalism, conflict perspective, symbolic interactionism, dysfunction, culture, society, sociobiology, norms, folkways, morals, laws, values, material culture, nonmaterial culture, real culture, ideal culture, subculture, counter culture, ethnocentrism, cultural relativism
Unit 1 National Standards	1.1: 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 1.1.4 Scientific study of society
	1.2: Students will compare and contrast the sociological perspective and how it differs from other social sciences. 1.2.1 Impact of social context on human behavior 1.2.2 Social construction of reality 1.2.3 Sociological imagination
	1.3: Students will evaluate the strengths and weaknesses of the major methods of sociological research. 1.3.1 Surveys and interviews 1.3.2 Experiments 1.3.3 Observations 1.3.4 Content analysis 1.3.5 Research ethics
	1.4: Students will identify, differentiate among, and apply a variety of sociological theories. 1.4.1 Functionalist perspective 1.4.2 Conflict theory 1.4.3 Symbolic interaction
	2.1: Students will describe the components of culture. 2.1.1 Nonmaterial culture, including norms and values 2.1.2 Material culture 2.1.3 Subcultures
	4.1: Students will identify common patterns of social inequality. 4.1.1 Privilege 4.1.2 Power 4.1.3 Racial and ethnic inequality 4.1.4 Class inequality 4.1.5 Gender inequality

	4.2: Students will analyze the effects of social inequality on groups and individuals. 4.2.1 Life chances 4.2.2 Social problems 4.2.3 Inter- and intra-group conflict
	4.3: Students will explain the relationship between social institutions and inequality. 4.3.1 Distribution of power through social institutions 4.3.2 Potential of institutions to produce, reinforce, or challenge inequality
Unit 1 C3 Standards	<i>D2.Soc.1.9-12. Explain the sociological perspective and how it differs from other social sciences.</i>
	<i>D2.Soc.2.9-12. Define social context in terms of the external forces that shape human behavior.</i>
	<i>D2.Soc.3.9-12. Identify how social context influences individuals.</i>
	<i>D2.Soc.4.9-12. Illustrate how sociological analysis can provide useful data-based information for decision making.</i>
	<i>D2.Soc.6.9-12. Identify the major components of culture.</i>
	<i>D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it.</i>
Unit 1 Assessments <i>(1 Summative, 1 Formative)</i>	Chapter 1 Sociology Test AMP - National Standard(s): 1.2 - C3 Standard(s): D2 Soc. 2 9-12 Sociological Lens - National Standard(s): 1.4 - C3 Standard(s): D2 Soc. 3 9-12 Unit 1 is the foundation unit of Sociology. Here the students examine the history of Sociology, the major players and the 3 sociological theories. The Unit Exam is a traditional assessment, multiple choice and matching. The formative assessment examines these 3 sociological theories and applies them to various global topics. The goal is to see them be able to transfer their knowledge and apply their learning to global events.
Curricular Resources Utilized in Unit	Sociological lens Case study Culture Project Differences in Culture

1	Research Starters: Cultural Relativism Understanding Cultural Relativism HSBC - PPT Assignment - create their own 2 words 3 images Research a Culture
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Unit 2	Socialization, Social Structure, & Society: Students will debate/discuss the importance of socialization, the involvement of the self in socialization, agents of socialization (family, peers, schools, media) and the process of socialization.
Unit 2 Big Ideas	EVIDENCE: Deconstruct sources of evidence to generate an informed conclusion/construct meaning. ARGUMENT: Create reasoned arguments using critical thinking (Counter-arguments, Compare/Contrast, Connections/Historic Trends/Continuity and change, Drawing a conclusion, Causation) RESEARCH: Independently select, evaluate, and organize varied sources to generate an informed conclusion/construct meaning. ACTION: Generate a plan to take informed action to impact their community and/or participate in the problem-solving process.
Unit 2 Guiding & Essential Questions	• What part do family roles play in social structure? ◦ National Standard(s): 2.3.1, 3.1.1 ◦ C3 Standard(s): D2 Soc.13 9-12 • How has technology changed families? ◦ National Standard(s): 2.4.1 ◦ C3 Standard(s): D2 Soc 8 9-12 • What are some of the trends in American family life currently being examined by sociologists? ◦ National Standard(s): 2.3 ◦ C3 Standard(s): D2 Soc. 9 9-12 • What do societies want from their schools? ◦ National Standard(s): 2.3.1 ◦ C3 Standard(s): D2 Soc. 9 9-12 • What role do forces outside of the educational system have in influencing student achievement? ◦ National Standard(s): 4.1, 4.2 ◦ C3 Standard(s): D2 Soc. 10 9-12 • Why is education important to social mobility? ◦ National Standard(s): 4.1, 4.3 ◦ C3 Standard(s): D2 Soc. 10 9-12

Unit 2 Student Learning Goal(s)	Students will understand and apply knowledge of major sociological ideas and processes in positive relationships with friends, family, coworkers and citizens. • National Standard(s): 2.2, 2.3 • C3 Standard(s): D2 Soc. 8 9-12
	Students will understand and evaluate interactions between social groups on family, peers, schools and media. • National Standard(s): 2.4, 3.1 • C3 Standard(s): D2 Soc 13 & 14 9-12
	Students will illustrate their own self-concept. • National Standard(s): 2.2 • C3 Standard(s): D2 Soc 8 9-12
	Students will analyze how culture influences individuals, including themselves. • National Standard(s): 2.2 • C3 Standard(s): D2 Soc 10 9-12
	Students will understand and explain how there are many agents of socialization (family, school, peers, media, etc.). • National Standard(s): 3.1 • C3 Standard(s): D2 Soc 13 9-12
Unit 2 Vocabulary	Heredity, socialization, role-taking, peer group, desocialization, resocialization, reference group. social structure, status, personality, stereotypes, peer group. sanctions, social class
Unit 2 National Standards	2.2: Students will analyze how culture influences individuals, including themselves. • 2.2.1 Ethnocentrism • 2.2.2 Cultural relativity • 2.2.3 Culture shock • 2.2.4 American values
	2.3: Students will evaluate important social institutions and how they respond to social needs. • 2.3.1 Social institutions such as: family, education, religion, economy, and government • 2.3.2 Social statuses and roles
	2.4: Students will assess how social institutions and cultures change and evolve.

	• 2.4.1 Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age • 2.4.2 Countercultures • 2.4.3 Social movements
	3.1: Students will describe the process of socialization across the life course. • 3.1.1 Primary agents of socialization: family, peers, media, schools, and religion
	3.3: Students will examine the social construction of groups and their impact on the life chances of individuals. • 3.3.1 Reference groups • 3.3.2 Primary and secondary groups • 3.3.3 In-groups and out-groups
	4.1: Students will identify common patterns of social inequality. • 4.1.1 Privilege • 4.1.2 Power • 4.1.3 Racial and ethnic inequality • 4.1.4 Class inequality • 4.1.5 Gender inequality
	4.2: Students will analyze the effects of social inequality on groups and individuals. • 4.2.1 Life chances • 4.2.2 Social problems • 4.2.3 Inter- and intra-group conflict
	4.3: Students will explain the relationship between social institutions and inequality. • 4.3.1 Distribution of power through social institutions • 4.3.2 Potential of institutions to produce, reinforce, or challenge inequality
Unit 2 C3 Standards	D2.Soc.8.9-12. Identify important social institutions in society.
	D2.Soc.9.9-12. Explain the role of social institutions in society.
	D2.Soc.10.9-12. Analyze how social structures and cultures change.
	D2.Soc.12.9-12. Explain the social construction of self and groups.
	D2.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.

	<i>D2.Soc.14.9-12. Explain how in-group and out- group membership influences the life chances of individuals and shapes societal norms and values.</i>
Unit 2 Assessments (1 Summative, 1 Formative)	Understanding Culture • National Standard(s): 2.1, 2.3 • C3 Standard(s): D2 Soc 8 9-12 Cultural Differences • National Standard(s): 2.1, 2.3 • C3 Standard(s): D2 Soc 10 9-12 Unit 2 assessments (summative and formative) will focus on comparison of cultures. The students will examine their own culture as well as comparing other cultures. The students will analyze and assess how culture influences individuals, including themselves from these perspectives: • Music • Food • Housing • Ethnicity • Religion • Environment • Sports • Economy • Popular vs. Folk Culture
Curricular Resources Utilized in Unit 2	• Peer group notes • Family intro • Bullying • Family Dynamics • Social Media • Messages in the Media • Simon Sinek on Millennials in the Workplace

Unit 3	Groups and Formal Organizations: Students will evaluate the benefits and limitations of groups and formal organizations. Students will apply their understanding of the pros and cons of groups and formal organizations to settings relevant to them (professional setting, family, school, etc.). Compare and contrast the major ideas and beliefs of different cultures. Summarize how the roles of class, ethnic, racial, gender, and age groups have changed in society, including causes and effects. Describe the major social institutions (family, education, religion, economy, government) and how they fulfill human needs. Identify the consequences that can occur when institutions fail to meet the needs of individuals and groups.
Unit 3 Guiding & Essential Questions	● How does race and ethnicity impact social structure? ○ National Standard(s): 4.1 ○ C3 Standard(s): D2 Soc 15 9-12 ● What roles do gender, age and race play in our behavior and interactions with each other? ○ National Standard(s): 3.2 ○ C3 Standard(s): D2 Soc 16 9-12 ● How do race and ethnicity affect group behavior? ○ National Standard(s): 4.3 ○ C3 Standard(s): D2 Soc 17 9-12 ● How do world events affect or change group behavior? ○ National Standard(s): 4.2 ○ C3 Standard(s): D2 Soc 18 9-12 ● How and why do ethnic groups become dehumanized by racism? ○ National Standard(s): 4.1 & 4.3 ○ C3 Standard(s): D2 Soc 16 & 17 9-12 ● Does race play a big role in shaping a person's identity? ○ National Standard(s): 3.2 ○ C3 Standard(s): D2 Soc 16 9-12
Unit 3 Student Learning Goal(s)	Students will understand and apply knowledge of major sociological ideas and processes in positive relationships with roles of class, ethnic, racial, gender, religion and age groups. ● National Standard(s): 3.1 & 3.2 ● C3 Standard(s): D2 Soc 15 & 16 9-12
	Students will understand and evaluate interactions between social groups on racial, ethnic, religious, gender, political and other issues. ● National Standard(s): 4.1 ● C3 Standard(s): D2 Soc 15-16-17 9-12
	Students will create a foundation of mutual respect within the class as a model for positive interactions in relationship to roles of class, ethnic, racial, gender, and age groups.

	• National Standard(s): 4.3 • C3 Standard(s): D2 Soc. 17 9-12 Students will analyze current social issues and how that is reflected in American society institutions such as roles of class, ethnic, racial, gender, age groups, religion, economy and the government. • National Standard(s): 4.3 • C3 Standard(s): D2 Soc. 18 9-12
Unit 3 Vocabulary	Role-taking, peer group, desocialization, resocialization, reference group, social structure, status, personality, stereotypes, peer group, sanctions, social class, role, observation, groupthink, bureaucracy, informal organization
Unit 3 National Standards	3.1: <i>Students will describe the process of socialization across the life course.</i> • 3.1.2 <i>Deviance and conformity</i>
	3.2: <i>Students will explain the process of the social construction of the self.</i> • 3.2.1 <i>I & me</i> • 3.2.2 <i>Role-taking</i> • 3.2.3 <i>Generalized other</i> • 3.2.4 <i>Identity</i>
	4.1: <i>Students will identify common patterns of social inequality.</i> • 4.1.1 <i>Privilege</i> • 4.1.2 <i>Power</i> • 4.1.3 <i>Racial and ethnic inequality</i> • 4.1.4 <i>Class inequality</i> • 4.1.5 <i>Gender inequality</i>
	4.2: <i>Students will analyze the effects of social inequality on groups and individuals.</i> • 4.2.1 <i>Life chances</i> • 4.2.2 <i>Social problems</i> • 4.2.3 <i>Inter- and intra-group conflict</i>
	4.3: <i>Students will explain the relationship between social institutions and inequality.</i> • 4.3.1 <i>Distribution of power through social institutions</i> • 4.3.2 <i>Potential of institutions to produce, reinforce, or challenge inequality</i>
Unit 3 C3	<i>D2.Soc.15.9-12. Identify common patterns of social inequality.</i>

Standards	<i>D2.Soc.16.9-12. Interpret the effects of inequality on groups and individuals.</i>
	<i>D2.Soc.17.9-12. Analyze why the distribution of power and inequalities can result in conflict.</i>
	<i>D2.Soc.18.9-12. Propose and evaluate alternative responses to inequality.</i>
Unit 3 Assessments <i>(1 Summative, 1 Formative)</i>	Family Dynamics • National Standard(s): 3.1 • C3 Standard(s): D2 Soc 16 9-12 Sectarian Violence • National Standard(s): 3.1 • C3 Standard(s): D2 Soc. 18 9-12 Unit 3 assessments (summative and formative) examine the role the family plays and is portrayed over the last 60 years according to the Pew Research Center and what is portrayed on TV. Students will analyze common patterns of social inequality in relations to privilege, power, racial, ethnic, religious, class and gender inequalities. The last component student will analyze why the distribution of power and inequalities can result in conflict.
Curricular Resources Utilized in Unit 3	• Sectarian Violence • Afghan Women • Age Notes • Family Notes • Group Dynamics • Family Situation • Age and Gender

Unit 4	Deviance & Social Control in Regards to Inequalities of Social Stratification: Students will evaluate the nature of deviance and social control in common social groups (popular culture, school, family, professional settings, etc.). Students will assess the value of different theoretical perspectives (Functionalism, Conflict, & Symbolic Interactionism) to explain the nature of Deviance and Social Control. Students will apply their understanding of factors that create social stratification to common social groups (school, family, professional settings, etc.) Students will evaluate the pros and cons of social
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	stratification in its different forms. Students will create and evaluate viable solutions towards reducing social stratification where it is deemed detrimental to common social groups (school, family, professional settings, etc.)
Unit 4 Big Ideas	EVIDENCE: Deconstruct sources of evidence to generate an informed conclusion/construct meaning. ARGUMENT: Create reasoned arguments using critical thinking (Counter-arguments, Compare/Contrast, Connections/Historic Trends/Continuity and change, Drawing a conclusion, Causation) RESEARCH: Independently select, evaluate, and organize varied sources to generate an informed conclusion/construct meaning. ACTION: Generate a plan to take informed action to impact their community and/or participate in the problem-solving process.
Unit 4 Guiding & Essential Questions	1. What defines deviance and why is it functional for society? • National Standard(s): 4.1 • C3 Standard(s): D2 Soc.14 9-12 2. How does human behavior reveal human nature? • National Standard(s): 4.4 • C3 Standard(s): D2 Soc. 13 & 14 9-12 3. What makes a behavior deviant? • National Standard(s): 4.2 • C3 Standard(s): D2 Soc. 13 9-12 4. How does society identify and deal with criminal behavior? • National Standard(s): 4.3 • C3 Standard(s): D2 Soc. 15 9-12 5. Students will create and evaluate viable solutions towards reducing social stratification where it is deemed detrimental to common social groups (school, family, race, etc.) • National Standard(s): 4.2 & 4.3 & 4.4 • C3 Standard(s): D2 Soc. 17 &18 9-12
Unit 4 Student Learning Goal(s)	Students will identify common patterns of social inequality in relationship to deviance. • National Standard(s): 4.1 • C3 Standard(s): D2 Soc.14 9-12
	Students will assess responses to social inequality in relationship to deviance. • National Standard(s): 4.2 • C3 Standard(s): D2 Soc. 13 9-12
	Students will analyze the effects of social inequality on groups and individuals. • National Standard(s): 4.2

	• C3 Standard(s): D2 Soc. 13 9-12 Students will analyze why the distribution of power and inequalities can result in conflict. • National Standard(s): 4.3 • C3 Standard(s): D2 Soc. 15 9-12 Students will propose and evaluate alternative responses to inequality. • National Standard(s): 4.2 & 4.3 & 4.4 • C3 Standard(s): D2 Soc.17 & 18 9-12
Unit 4 Vocabulary	Role-taking, peer group, desocialization, resocialization, reference group, social structure, status, personality, stereotypes, peer group, sanctions, social class, role, sample, survey, observation, variable, groupthink, bureaucracy, informal organization
Unit 4 National Standards	<i>4.4: Students will assess responses to social inequality.</i> • 4.4.1 Individual responses to inequality • 4.4.2 Group responses to inequality such as social movements • 4.4.3 Social policy responses to inequality
	<i>4.1: Students will identify common patterns of social inequality.</i> • 4.1.1 Privilege • 4.1.2 Power • 4.1.3 Racial and ethnic inequality • 4.1.4 Class inequality • 4.1.5 Gender inequality
	<i>4.2: Students will analyze the effects of social inequality on groups and individuals.</i> • 4.2.1 Life chances • 4.2.2 Social problems • 4.2.3 Inter- and intra-group conflict
	<i>4.3: Students will explain the relationship between social institutions and inequality.</i> • 4.3.1 Distribution of power through social institutions • 4.3.2 Potential of institutions to produce, reinforce, or challenge inequality
Unit 4 C3 Standards	<i>D2.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.</i>

	<i>D2.Soc.14.9-12. Explain how in-group and out- group membership influences the life chances of individuals and shapes societal norms and values.</i> <i>D2.Soc.15.9-12. Identify common patterns of social inequality.</i> <i>D2.Soc.16.9-12. Interpret the effects of inequality on groups and individuals.</i> <i>D2.Soc.17.9-12. Analyze why the distribution of power and inequalities can result in conflict.</i> <i>D2.Soc.18.9-12. Propose and evaluate alternative responses to inequality.</i>
Unit 4 Assessments <i>(1 Summative, 1 Formative)</i>	Historical Movements • National Standard(s): 4.1, 4.2 • C3 Standard(s): D2 Soc.17 9-12 Social Inequality • National Standard(s): 4.3, 4.4 • C3 Standard(s): D2 Soc. 18 9-12 Unit 4 assessments (summative and formative) focus on historical inequalities and potential solutions to these inequalities. Students will explain the relationship between social institutions, past and present, and inequality. How deviance plays a role in finding solutions to these problems as well as how discussing the distribution of power through social institutions and its impact on future changes.
Curricular Resources Utilized in Unit 4	• Are we all Sheep? • Asch Conformity Experiment • Candid Camera: The Elevator Experiment • Conformity Experiment - People are Sheep • WYFFT: The Elevator Experiment • Bystanders Effect: Kitty Genovese • Conformity Experiment • Warm-Up: What is deviant behavior? • Identifying Deviance • Warm-Up: Criminal Deviance • Analyzing Criminal Behavior • Comparing Governments

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| | <ul style="list-style-type: none">• <u>Historic</u>• American Civil Rights Movement• Anti-Apartheid Movement• Indian Independence Movement• <u>Current</u>• Black Lives Matter• Standing Rock• Me too movement• Listing Deviance• Deviance Ethnography |
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