

COURSE	MP1 Units	MP2 Units	MP3 Units	MP4 Units
Sociology	Theories, Culture, Family	Education, Race, Deviant Behavior	Theories, Culture, Family	Education, Race, Deviant Behavior

Unit	Essential Questions	Content / Knowledge	Skills	Assessment
#1 Sociological Theories and Culture	<ol style="list-style-type: none"> Why should we study sociology and what does it teach us? How can society be viewed through various theoretical perspectives? Who are the major contributors to the development of sociology? How do beliefs and values of a culture affect individuals and society? What are the benefits and challenges of a diverse society? Are there universally held values and customs? How does human behavior reveal human nature? How are American values reflected in the media? 	<ol style="list-style-type: none"> The major theorists in Sociology The three theories of sociology and how they are used to explore our society. How sociological imagination effects the way our society functions Karl Marx's influence on the theory of Conflict and resolution. Analyze the impact the essential components of culture have on a society. Evaluate to what extent social behavior is determined by culture and heredity. Examine the relationship between culture and language. Evaluate how the three theoretical perspectives view culture. Understand the importance of cultural universals. 	<ul style="list-style-type: none"> distinguish sociology from other social sciences outline the contributions of the major pioneers of sociology; summarize the development of sociology in the United States; identify the three major theoretical perspectives in sociology today. explain how culture and heredity affect social behavior; describe how language and culture are related; name the essential components of culture; understanding the role of ethnocentrism in society. identify similarities in cultures around the world. Define Vocabulary 	<p>Performance Task: Cultural Concepts: Traits (tool, act, belief): 1 picture minimum of each (total 3 pictures) Complex: 2 pictures that are related traits of this complex Pattern: 3 pictures that are related complexes of this pattern Universal and Alternatives: 1 picture for each concept (total 3 pictures) Subculture and Specialties: 3 pictures of the specialties that are part of your subculture</p> <p>Other Evidence</p> <ul style="list-style-type: none"> Take notes Read charts/ graph results Analyze case studies Define new vocabulary Essay and/or short answer assignments. Tests Identify contributions of influential people Take surveys, chart results and form conclusions
	Standards/ Strands			Resources
<p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with diverse cultural or individual perspectives.</p> <p>6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world</p> <p>6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</p> <p>6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.</p>			<p>Textbook: Sociology Primary Readings Case Studies Film: My Big Fat Greek Wedding You-Tube excerpts on culture Internet <i>Body Rituals Among the Nacirema</i></p>	

Unit	Essential Questions	Content / Knowledge	Skills	Assessment
<p>#2 Family, Education, Religion</p>	<ol style="list-style-type: none"> 1. What part do family roles play in social structure? 2. How has technology changed families? 3. How do norms influence the ways in which marriage patterns around the world are organized? 4. What basic societal needs does the family institution satisfy? 5. What are some of the trends in American family life currently being examined by sociologists? 6. Why are family related concerns-such as divorce and child care-viewed as primarily as personal problems rather than societies concerns? 7. What do societies want from their schools? 8. How does schooling look through different sociological lenses on education? 9. What role do forces outside of the educational system have in influencing student achievement? 10. Why is education important to social mobility? 11. How does religion and education affect our culture and interactions? 12. What effect does religion have on society? 13. What maintains stability in schooling? What brings change? 	<ol style="list-style-type: none"> 1. That society plays a major part in the development of family values. 2. How education plays a part in societies values and norms. 3. How the economy leads to division in society and classes. 4. How the media affects family values. 5. How religion promotes social unity. 6. How education is viewed by the three sociological perspectives. 	<ul style="list-style-type: none"> ➤ Analyze the families roles in developing values, and norms. ➤ Distinguish the role of the Media and how it affects family values, religion and education. ➤ summarize how education affects social mobility in society. ➤ identify the main religious influences in our society. ➤ Analyze the three perspectives in sociology in reference to education. ➤ Define Vocabulary 	<p>Performance Task: Marriage and Family Life Survey</p> <p>Students will survey FIVE other students to find out their peer's expectations and goals for marriage and family life. You may only ask ONE other student from Sociology class. When everyone has completed the survey, we will tally the results and discuss what they say about possible future trends in American marriage patterns. Maintain the confidentiality of the students you survey (do not write down their names; refer to them as Student #1, #2, etc.) Students will then graph their results of the survey and will analyze the results.</p> <p>Other Evidence:</p> <ul style="list-style-type: none"> ➤ Take notes ➤ Read charts/graphs ➤ Analyze case studies ➤ Define new vocabulary ➤ Essay and/or short answer assignments. ➤ Analyze information from media sources. ➤ Collect data from surveys. ➤ Research statistics for debates. ➤ Chart results from surveys by using graphs.
Standards/ Strands				Resources
<p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with diverse cultural or individual perspectives.</p> <p>6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.</p> <p>6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.</p> <p>6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide.</p>				<p>Textbook: Sociology Primary Readings Case Studies Film: <i>Freedom Writers, Waiting for Superman</i> Debates</p>

<i>Unit</i>	<i>Essential Questions</i>	<i>Content / Knowledge</i>	<i>Skills</i>	<i>Assessment</i>
<p>#3 Race, Ethnicity, Discrimination and Social Deviance.</p>	<ol style="list-style-type: none"> 1. What are the three theories of deviance? 2. What defines deviance and why is it functional for society? 3. How does human behavior reveal human nature? 4. What makes a behavior deviant? 5. How does society identify and deal with criminal behavior? 6. What are the two major sources for crime statistics in the U.S.? 7. How does race and ethnicity impact social structure? 8. What roles do gender, age and race play in our behavior and interactions with each other? 9. How do race and ethnicity affect group behavior? 10. How do world events affect or change group behavior? 11. How and why do ethnic groups become de-humanized by racism? 12. Does race play a big role in shaping a person's identity? 	<ol style="list-style-type: none"> 1. Differentiate the major functional theories of deviance. 2. Evaluate the positive and negative consequences of deviance 3. To analyze the effectiveness of the various types of social control on deviant behavior. 4. The impact of racial legislation that has effected global issues. 5. How to analyze current social issues and how that is reflected in American society. 6. To understand the misconceptions of race. 	<ul style="list-style-type: none"> ➤ Debate on punishment and rehabilitation. ➤ Conformity simulation in which students examine daily tasks they perform, which if abandoned would be considered deviant behavior. ➤ Using website Race-Story of Illusion, group races to understand the complexity of the issue. ➤ Discuss ethnic minorities and evaluate historically how they have been subjected to prejudice and discrimination. ➤ To define vocabulary 	<p>Performance Task: <u>Storybook on Tolerance</u></p> <p>Objective: to create an illustrated storybook that teaches children about prejudice and discrimination and how children must be tolerant of all people, no matter who they are.</p> <p>Method: using the information from “Blue-eyed, Brown-eyed Minority” and the story of “The Sneetches” students will create an illustrated storybook complete with text and illustrations. The book should be written in clear, simple language so that a <u>6year old</u> could read and enjoy the story.</p> <p>Other Evidence:</p> <ul style="list-style-type: none"> ➤ Take notes ➤ Read charts/graphs ➤ Analyze case studies ➤ Define new vocabulary ➤ Essay and/or short answer assignments. ➤ Analyze information from media sources. ➤ Research internet ➤ Collect articles and study media for news on deviant behavior.
Standards/ Strands				Resources
<p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.</p> <p>6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.</p> <p>6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.</p> <p>6.1.12.A.11.c Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.</p>				<p>Textbook: Sociology Primary Readings Case Studies</p> <p>Film: <i>Catch Me If You Can</i> Dr. Suess: <i>The Sneetches</i> Internet You-Tube-Cults in Our Nation FBI –Most Wanted PBS-Race The Power of Illusion</p>

APPENDIX A: Common Core Standards

Common Core Literacy Standards in History/Social Studies

Reading

Key Ideas and Details

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.

Craft and Structure

RH.11-12.4. 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 (e.g., how Madison defines faction in Federalist No. 10).

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.

Integration of Knowledge and Ideas

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.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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.

Range of Reading and Level of Text Complexity

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Writing

Text Types and Purposes

WHST.11-12.1 Write arguments focused on *discipline-specific content*.

- **WHST.11-12.1a** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- **WHST.11-12.1b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **WHST.11-12.1c** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **WHST.11-12.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **WHST.11-12.1e** Provide a concluding statement or section that follows from or supports the argument presented.

WHST.11-12.2 Write *informative/explanatory texts*, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- **WHST.11-12.2a** Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **WHST.11-12.2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- **WHST.11-12.2c** Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- **WHST.11-12.2d** Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- **WHST.11-12.2e** Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 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.

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.

Research to Build and Present Knowledge

WHST.11-12.7 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.

WHST.11-12.8 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 overreliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.11-12.10 Write routinely over extended time frames (time 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.