



Grades 11th and 12th

Sociology Curriculum

Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210

Born On Date: August 2018

Content Area:	Sociology	Grade(s): 11, 12
Unit Plan Title:	Unit 1: Culture and Social Structure	
Overview/Rationale (Describe and Justify)		
<p>This unit will focus on Sociology as a social science, cultural diversity and social structure. It will examine how cultures differ and how social structure can differ based on the society.</p>		
Standard(s) Number and Description (Established Goals)		
<p>SOC.9-12.1 - [Domain] - The Sociological Perspective and Methods of Inquiry SOC.9-12.1.1 - [Assessable Competency] - Students will identify sociology as a scientific field of inquiry. SOC.9-12.1.1.1 - [Essential Concept] - Scientific method SOC.9-12.1.1.2 - [Essential Concept] - Hypotheses SOC.9-12.1.1.3 - [Essential Concept] - Independent and dependent variables SOC.9-12.1.1.4 - [Essential Concept] - Scientific study of society SOC.9-12.1.2 - [Assessable Competency] - Students will compare and contrast the sociological perspective and how it differs from other social sciences. SOC.9-12.1.2.1 - [Essential Concept] - Impact of social context on human behavior SOC.9-12.1.2.2 - [Essential Concept] - Social construction of reality SOC.9-12.1.2.3 - [Essential Concept] - Sociological imagination SOC.9-12.1.3 - [Assessable Competency] - Students will evaluate the strengths and weaknesses of the major methods of sociological research. SOC.9-12.1.3.1 - [Essential Concept] - Surveys and interviews SOC.9-12.1.3.2 - [Essential Concept] - Experiments SOC.9-12.1.3.3 - [Essential Concept] - Observations SOC.9-12.1.3.4 - [Essential Concept] - Content analysis SOC.9-12.1.3.5 - [Essential Concept] - Research ethics SOC.9-12.1.4 - [Assessable Competency] - Students will identify, differentiate among, and apply a variety of sociological theories. SOC.9-12.1.4.1 - [Essential Concept] - Functionalist perspective SOC.9-12.1.4.2 - [Essential Concept] - Conflict theory SOC.9-12.1.4.3 - [Essential Concept] - Symbolic interaction SOC.9-12.2 - [Domain] - Social Structure: Culture, Institutions, and Society</p>		

SOC.9-12.2.1 - [Assessable Competency] - Students will describe the components of culture.
 SOC.9-12.2.1.1 - [Essential Concept] - Nonmaterial culture, including norms and values
 SOC.9-12.2.1.2 - [Essential Concept] - Material culture
 SOC.9-12.2.1.3 - [Essential Concept] - Subcultures
 SOC.9-12.2.2 - [Assessable Competency] - Students will analyze how culture influences individuals, including themselves.
 SOC.9-12.2.2.1 - [Essential Concept] - Ethnocentrism
 SOC.9-12.2.2.2 - [Essential Concept] - Cultural relativity
 SOC.9-12.2.2.3 - [Essential Concept] - Culture shock
 SOC.9-12.2.2.4 - [Essential Concept] - American values
 SOC.9-12.2.3.2 - [Essential Concept] - Social statuses and roles
 SOC.9-12.2.4.1 - [Essential Concept] - Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age
 SOC.9-12.2.4.2 - [Essential Concept] - Countercultures
 SOC.9-12.2.4.3 - [Essential Concept] - Social movements
 SOC.9-12.3.3.1 - [Essential Concept] - Reference groups
 SOC.9-12.3.3.2 - [Essential Concept] - Primary and secondary groups
 SOC.9-12.3.3.3 - [Essential Concept] - In-groups and out-groups

Technology Standard(s) Number and Description

TECH.8.1.12.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2 - Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS4 - Contribute to project teams to produce original works or solve problems.
TECH.8.2.12.B.CS4 - The influence of technology on history.

Interdisciplinary Standard(s) Number and Description

-LA.11-12.RH.11-12.1 - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
-LA.11-12.RH.11-12.3 - Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
-LA.11-12.RH.11-12.8 - Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
-LA.11-12.RST.11-12.2 - Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, process information presented in a text by paraphrasing them in simpler but still accurate terms.
-LA.11-12.WHST.11-12.1.A - 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.

-LA.11-12.WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- Sociology is crucial to understanding the operation of complex societies.
- The roots of Sociology can be traced back to the 18th and 19th centuries.
- There are different methods of research that aid sociologists in their studies of various complex issues.
- Though cultures can be vastly different there are components that help us understand the working of each culture.
- The American value system has changed a great deal over the past generation.
- Social structure plays an important role in understanding how societies develop over time.
- there are different theoretical perspectives that can be used to examine each social situation.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- What is Sociology and why did it emerge during the Industrial Revolution?
- How are research designs helpful in studying different events and situations?
- Who were some of the important voices of early Sociology?
- What are the core American values in the 21st century?
- What is social structure?
- How have societies evolved from hunter-gatherer to post-industrial?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
21st Century Interdisciplinary Themes		21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication and Collaboration

X	Civic Literacy
	Financial, Economic , Business and Entrepreneurial Literacy

E, T	Flexibility and Adaptability
E	Initiative and Self-Direction
E,T,A	Social and Cross-Cultural Skills
E,T,A	Productivity and Accountability
E	Leadership and Responsibility
E,T	Informational Literacy Skills
E,T,A	Media Literacy Skills
E,T,A	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E, T	CRP1. Act as a responsible and contributing citizen and employee
E, T, A	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
E, A	CRP4. Communicate clearly and effectively with reason
T, A	CRP5. Consider the environmental, social and economic impacts of decisions
E, T, A	CRP6. Demonstrate creativity and innovation
E, T, A	CRP7. Employ valid and reliable research strategies
E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
	CRP10. Plan education and career paths aligned to personal goals

E, T, A

CRP11. Use technology to enhance productivity

E, T, A

CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- Sociology
- Social Sciences
- Auguste Comte
- Karl Marx
- Herbert Spencer
- Emile Durkheim
- Theoretical Perspective
- Sociological perspective
- Sociological imagination
- Verstehen
- Functionalist perspective
- Conflict perspective
- Interactionist perspective
- Symbol
- Research Designs
- Material and nonmaterial culture
- Values
- Norms
- Folkways
- Mores
- Ethnocentrism
- Subculture
- Counterculture

Students will be able to (do)...

- understand the reasons Sociology emerged as a social science.
- examine the impact early sociologists had on the discipline of Sociology.
- analyze the different theoretical perspectives and how to apply them to different social situations.
- compare and contrast the value of different research designs in different social situations.
- examine the different elements of culture and how they can help people understand the differences between complex cultures.
- analyze the different elements of social structure.
- discuss the validity of the Iron Law of Oligarchy in American society.
- breakdown the different types of Social Interaction.
- understand the breakdown of different types of societies.

<ul style="list-style-type: none"> -Ascribed and achieved status -Master Status -Role conflict and strain -Types of Social Interaction -Dyad -Primary and secondary groups -Iron Law of Oligarchy 	
Assessment Evidence:	
<p>Performance Tasks: Students will be exposed to higher ordered thinking similar to those used on the PARCC. These problems will be used as additional support when covering the material in the unit. Questions similar to the problems should be incorporated into formal assessments. Students should receive feedback from the teacher on their performance on performance tasks-including classroom activities, homework, group work, projects, tests, benchmarks.</p>	<p>Other Assessment Measures: Quizzes, tests, essay prompts, homework, review games, tickets out the door, benchmarks, , group research assessment and typed critical thinking assignments.</p>
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
Instructional Strategies and Activities	
Review Games	<p>By using review games, the students will be able to practice concepts with their peers. They will also be able to review the major concepts from the unit before taking a formal assessment.</p>
Guided Notes	<p>Teachers should use guided or skeleton notes to help the students organize the content. These notes should include vocabulary, examples, and key concepts.</p>
Activators	<p>Each day teachers should open the lesson with an activator. This will help students review the content from the previous lesson.</p>
High Level Writing Assignments	<p>Students will engage in critical thinking assignments that encourage them to find solutions to historical problems</p>

	and relate them to real world issues.
Resources	
Holt McDougal's Sociology: The study of Human Relationships	
Suggested Time Frame:	10-15 days

Content Area:	Sociology	Grade(s): 11, 12
Unit Plan Title:	Unit 2: The Individual in Society	
Overview/Rationale (Describe and Justify)		
<p>This unit will focus on how the individual in society develops and how they are influenced by various factors around them and through heredity. It will follow the progress from adolescence through old age and include the impact crime and deviance can have on a society.</p>		
Standard(s) Number and Description (Established Goals)		
<p>SOC.9-12.1 - [Domain] - The Sociological Perspective and Methods of Inquiry SOC.9-12.1.2.1 - [Essential Concept] - Impact of social context on human behavior, culture, including norms and values SOC.9-12.3 - [Domain] - Social Relationships: Self, Groups, and Socialization SOC.9-12.3.1 - [Assessable Competency] - Students will describe the process of socialization across the life course. SOC.9-12.3.1.1 - [Essential Concept] - Primary agents of socialization: family, peers, media, schools, and religion SOC.9-12.3.1.2 - [Essential Concept] - Deviance and conformity SOC.9-12.3.2 - [Assessable Competency] - Students will explain the process of the social construction of the self. SOC.9-12.3.2.1 - [Essential Concept] - I & me SOC.9-12.3.2.2 - [Essential Concept] - Role-taking SOC.9-12.3.2.3 - [Essential Concept] - Generalized other SOC.9-12.3.2.4 - [Essential Concept] - Identity</p>		
Technology Standard(s) Number and Description		
<p>TECH.8.1.12.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. TECH.8.1.12.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes. TECH.8.1.12.B.CS2 - Create original works as a means of personal or group expression. TECH.8.1.12.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats. TECH.8.1.12.C.CS4 - Contribute to project teams to produce original works or solve problems.</p>		
Interdisciplinary Standard(s) Number and Description		
<p>-LA.11-12.RH.11-12.1 - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. -LA.11-12.RH.11-12.3 - Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. -LA.11-12.RH.11-12.8 - Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.</p>		

-LA.11-12.RST.11-12.2 - Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, process information presented in a text by paraphrasing them in simpler but still accurate terms.

-LA.11-12.WHST.11-12.1.A - 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.

-LA.11-12.WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- human social development goes through a variety of stages as a result of various environmental and hereditary influences.
- there are major theories about socialization and human development.
- there are Agents of Socialization and Characteristics of Adolescence that define much of our personality and development.
- the development of the adult male and the adult female in America follows basic stages.
- there are a plethora of reasons why people break laws and are viewed as deviants within society.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- What are the major theories sociologists rely on when gauging the socialization of human beings?
- Why is adolescence considered a vital stage for socialization as well as the most difficult?
- What impact can the “world of work” have on people as adults?
- Why do people struggle psychologically with aging and how do stereotypes feed this struggle?
- What is deviance and how can it differ based on culture and region?
- How is crime broken down by category?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
21st Century Interdisciplinary Themes		21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E, <input type="checkbox"/> T, <input type="checkbox"/> A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E	Creativity and Innovation

	Health Literacy	E,T,A	Communication and Collaboration
X	Civic Literacy	E, T	Flexibility and Adaptability
	Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
		E,T,A	Social and Cross-Cultural Skills
		E,T,A	Productivity and Accountability
		E	Leadership and Responsibility
		E,T	Informational Literacy Skills
		E,T,A	Media Literacy Skills
		E,T,A	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E, T	CRP1. Act as a responsible and contributing citizen and employee
E, T, A	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
E, A	CRP4. Communicate clearly and effectively with reason
T, A	CRP5. Consider the environmental, social and economic impacts of decisions
E, T, A	CRP6. Demonstrate creativity and innovation
E, T, A	CRP7. Employ valid and reliable research strategies
E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management

		CRP10. Plan education and career paths aligned to personal goals
	E, T, A	CRP11. Use technology to enhance productivity
	E, T, A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know....		Students will be able to (do)...
<ul style="list-style-type: none"> -Personality -Socialization -Heredity -Aptitude -Tabula Rasa -Looking Glass Self -Agents of Socialization -Resocialization -Adolescence -Puberty -Life Structure -Labor Force -Gerontology -Alzheimer’s Disease -Deviance -Stigma -White collar crime -Victimless crime -Recidivism 		<ul style="list-style-type: none"> -compare and contrast different theories on socialization. -debate the Nature vs. Nurture argument. -apply the Agents of Socialization and Characteristics of Adolescence to real world situations. -explore the emergence of dating and how it has evolved from courtship into modern dating. -apply Levinson’s model on the adult male development. -discuss stereotyping and its impact on aging. -analyze how deviance can be different based on the society and culture. -examine why people are deviant and how governments try to address issues of deviance. -analyze why the United States has such a high recidivism rate and create a hypothesis to solve this societal problem.
Assessment Evidence:		
Performance Tasks: Students will be exposed to higher ordered		Other Assessment Measures: Quizzes, tests, essay prompts, homework,

<p>thinking similar to those used on the PARCC. These problems will be used as additional support when covering the material in the unit. Questions similar to the problems should be incorporated into formal assessments. Students should receive feedback from the teacher on their performance on performance tasks-including classroom activities, homework, group work, projects, tests, benchmarks.</p>	<p>review games, tickets out the door, benchmarks, and typed critical thinking assignments.</p>
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Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

Instructional Strategies and Activities	
Review Games	By using review games, the students will be able to practice concepts with their peers. They will also be able to review the major concepts from the unit before taking a formal assessment.
Guided Notes	Teachers should use guided or skeleton notes to help the students organize the content. These notes should include vocabulary, examples, and key concepts.
Activators	Each day teachers should open the lesson with an activator. This will help students review the content from the previous lesson.
High Level Writing Assignments	Students will engage in critical thinking assignments that encourage them to find solutions to historical problems and relate them to real world issues.

Resources

Holt McDougal’s Sociology: The study of Human Relationships

Suggested Time Frame:	20-25 days
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Content Area:	Sociology	Grade(s): 11, 12
Unit Plan Title:	Unit 3: Social Inequality	
Overview/Rationale (Describe and Justify)		
This unit will focus on various aspects of social inequality. We will explore social stratification in the United States and the access to resources. Poverty, race and ethnic issues, gender bias, ageism and access to health care will all be explored in this unit.		
Standard(s) Number and Description (Established Goals)		
SOC.9-12.4 - [Domain] - Stratification and Inequality SOC.9-12.4.1 - [Assessable Competency] - Students will identify common patterns of social inequality. SOC.9-12.4.1.1 - [Essential Concept] - Privilege SOC.9-12.4.1.2 - [Essential Concept] - Power SOC.9-12.4.1.3 - [Essential Concept] - Racial and ethnic inequality SOC.9-12.4.1.4 - [Essential Concept] - Class inequality SOC.9-12.4.1.5 - [Essential Concept] - Gender inequality SOC.9-12.4.2 - [Assessable Competency] - Students will analyze the effects of social inequality on groups and individuals. SOC.9-12.4.2.2 - [Essential Concept] - Social problems SOC.9-12.4.2.3 - [Essential Concept] - Inter- and intra-group conflict SOC.9-12.4.3 - [Assessable Competency] - Students will explain the relationship between social institutions and inequality. SOC.9-12.4.3.1 - [Essential Concept] - Distribution of power through social institutions SOC.9-12.4.3.2 - [Essential Concept] - Potential of institutions to produce, reinforce, or challenge inequality SOC.9-12.4.4 - [Assessable Competency] - Students will assess responses to social inequality. SOC.9-12.4.4.1 - [Essential Concept] - Individual responses to inequality SOC.9-12.4.4.2 - [Essential Concept] - Group responses to inequality such as social movements SOC.9-12.4.4.3 - [Essential Concept] - Social policy responses to inequality		
Technology Standard(s) Number and Description		
TECH.8.1.12.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. TECH.8.1.12.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes. TECH.8.1.12.B.CS2 - Create original works as a means of personal or group expression. TECH.8.1.12.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats. TECH.8.1.12.C.CS4 - Contribute to project teams to produce original works or solve problems.		
Interdisciplinary Standard(s) Number and Description		

- LA.11-12.RH.11-12.1** - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- LA.11-12.RH.11-12.3** - Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- LA.11-12.RH.11-12.8** - Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.
- LA.11-12.RST.11-12.2** - Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, process information presented in a text by paraphrasing them in simpler but still accurate terms.
- LA.11-12.WHST.11-12.1.A** - 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.
- LA.11-12.WHST.11-12.2** - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- there are different systems of social stratification around the world and how the United States system is organized.
- the American Class System is setup with tiers that provide some degree of social mobility.
- poverty is a major issue in the United States and around the world and that there are a variety of responses to issues with poverty.
- gender related issues are a serious topic in 21st century America.
- there is a difference between race and ethnicity.
- different aspects of racism and discrimination have impacted various groups in American history in a multitude of ways.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- How does the United States compare to other cultures systems of stratification?
- What is the current state of race relations in the United States and what can be done to improve upon them?
- Is America still a male dominated society?
- Why are people of different age groups treated differently based upon the situation?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.

Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21 st Century Interdisciplinary Themes		21 st Century Skills	
X	Global Awareness	E,T,A	Critical Thinking and Problem Solving
	Environmental Literacy	E	Creativity and Innovation
	Health Literacy	E,T,A	Communication and Collaboration
X	Civic Literacy	E, T	Flexibility and Adaptability
	Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
		E,T,A	Social and Cross-Cultural Skills
		E,T,A	Productivity and Accountability
		E	Leadership and Responsibility
		E,T	Informational Literacy Skills
		E,T,A	Media Literacy Skills
		E,T,A	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E, T	CRP1. Act as a responsible and contributing citizen and employee
E, T, A	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
E, A	CRP4. Communicate clearly and effectively with reason
T, A	CRP5. Consider the environmental, social and economic impacts of decisions
E, T, A	CRP6. Demonstrate creativity and innovation
E, T, A	CRP7. Employ valid and reliable research strategies

E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
	CRP10. Plan education and career paths aligned to personal goals
E, T, A	CRP11. Use technology to enhance productivity
E, T, A	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

<p>Students will know....</p> <ul style="list-style-type: none"> -Caste System -Class System -Exogamy -Endogamy -Social Mobility -Subsides -Ethnicity -Legal Discrimination -Institutional Discrimination -Subjugation -Assimilation -Cultural Pluralism -Genocide -Gender Roles -Gender Identity -Ageism -Medicare -Medicaid 	<p>Students will be able to (do)...</p> <ul style="list-style-type: none"> -compare and contrast the caste system to the American class system. -analyze the strengths and weaknesses of the American class system. -explain the impact of the “dimensions of social stratification” on a society and the individual. -examine the causes of poverty in the United States and government response to poverty. -discuss the difference between race and ethnicity. -analyze the patterns of intergroup relations and the impact they have had on different groups throughout the years. -breakdown the different minority groups in the United States and examine which patterns of minority treatment can be found in each group’s history. -analyze how gender identity has challenged traditional gender roles in recent years. -debate issues with gender inequality in the United States today. -explain the problems facing society with the “Graying of America”. -discuss recent debates about health care in the United States.
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Assessment Evidence:

<p>Performance Tasks: Students will be exposed to higher ordered thinking similar to those used on the PARCC. These problems will be used as additional support when covering the material in the unit. Questions similar to the problems should be incorporated into formal assessments. Students should receive feedback from the teacher on their performance on performance tasks-including classroom activities, homework, group work, projects, tests, benchmarks.</p>	<p>Other Assessment Measures: Quizzes, tests, essay prompts, homework, review games, tickets out the door, benchmarks, and typed critical thinking assignments.</p>
<p>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</p>	
<p>Instructional Strategies and Activities</p>	
<p>Review Games</p>	<p>By using review games, the students will be able to practice concepts with their peers. They will also be able to review the major concepts from the unit before taking a formal assessment.</p>
<p>Guided Notes</p>	<p>Teachers should use guided or skeleton notes to help the students organize the content. These notes should include vocabulary, examples, and key concepts.</p>
<p>Activators</p>	<p>Each day teachers should open the lesson with an activator. This will help students review the content from the previous lesson.</p>
<p>High Level Writing Assignments</p>	<p>Students will engage in critical thinking assignments that encourage them to find solutions to historical problems and relate them to real world issues.</p>
<p>Resources</p>	
<p>Holt McDougal’s Sociology: The study of Human Relationships</p>	
<p>Suggested Time Frame:</p>	<p>20-25 days</p>

Content Area:	Sociology	Grade(s): 11, 12
Unit Plan Title:	Unit 4: Social Institutions	
Overview/Rationale (Describe and Justify)		
This unit will focus on the impact various social institutions have on American society. These social institutions include the changing American Family, the economy, political divisiveness in modern America, issues in education, the impact of religion in 21 st century America and the growing influence of sports and mass media in America.		
Standard(s) Number and Description (Established Goals)		
SOC.9-12.1.4 - [Assessable Competency] - Students will identify, differentiate among, and apply a variety of sociological theories. SOC.9-12.1.4.1 - [Essential Concept] - Functionalist perspective SOC.9-12.1.4.2 - [Essential Concept] - Conflict theory SOC.9-12.1.4.3 - [Essential Concept] - Symbolic interaction SOC.9-12.2.3 - [Assessable Competency] - Students will evaluate important social institutions and how they respond to social needs. SOC.9-12.2.3.1 - [Essential Concept] - Social institutions such as: family, education, religion, economy, and government SOC.9-12.4.2.3 - [Essential Concept] - Inter- and intra-group conflict SOC.9-12.4.3 - [Assessable Competency] - Students will explain the relationship between social institutions and inequality. SOC.9-12.4.3.1 - [Essential Concept] - Distribution of power through social institutions		
Technology Standard(s) Number and Description		
TECH.8.1.12.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. TECH.8.1.12.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes. TECH.8.1.12.B.CS2 - Create original works as a means of personal or group expression. TECH.8.1.12.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats. TECH.8.1.12.C.CS4 - Contribute to project teams to produce original works or solve problems.		
Interdisciplinary Standard(s) Number and Description		
-LA.11-12.RH.11-12.1 - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. -LA.11-12.RH.11-12.3 - Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. -LA.11-12.RH.11-12.8 - Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources. -LA.11-12.RST.11-12.2 - Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, process information presented in a text by paraphrasing them in simpler but still accurate terms. -LA.11-12.WHST.11-12.1.A - 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.

-LA.11-12.WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- the American family has gone through a great deal of change in the last few generations.
- there are positive and negative impacts various economic systems have on a society.
- the American governmental structure has been strained in recent years due to political divisiveness.
- the American education system has a great deal of positive and negative aspects to it.
- religion can play an important role in a society’s development and everyday life.
- there has been a massive increase in the popularity of sports and there is good and bad that comes with that.
- the growth of mass media and social media has changed the way societies operate.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- How has the American family changed throughout the years?
- How important is governmental structure in creating a free and democratic society?
- What can the functionalist and conflict perspectives teach us about the state of public education in America?
- What important roles can religion play in a society?
- Is the massive impact on sports in America a sign that our country is deteriorating?
- What are the positive and negative influence of social media on America?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
21st Century Interdisciplinary Themes		21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E,T,A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E	Creativity and Innovation
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E,T,A	Communication and Collaboration

X	Civic Literacy
	Financial, Economic , Business and Entrepreneurial Literacy

E, T	Flexibility and Adaptability
E	Initiative and Self-Direction
E,T,A	Social and Cross-Cultural Skills
E,T,A	Productivity and Accountability
E	Leadership and Responsibility
E,T	Informational Literacy Skills
E,T,A	Media Literacy Skills
E,T,A	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E, T	CRP1. Act as a responsible and contributing citizen and employee
E, T, A	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
E, A	CRP4. Communicate clearly and effectively with reason
T, A	CRP5. Consider the environmental, social and economic impacts of decisions
E, T, A	CRP6. Demonstrate creativity and innovation
E, T, A	CRP7. Employ valid and reliable research strategies
E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
	CRP10. Plan education and career paths aligned to personal goals

E, T, A	CRP11. Use technology to enhance productivity
E, T, A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
<p>Students will know....</p> <ul style="list-style-type: none"> -nuclear family -monogamy -polygamy -homogamy -heterogamy -capitalism -socialism -communism -legitimacy of power -proportional representation -interest groups -tracking -sacred -profane -theism -animism -totemism -ecclesia -denomination 	<p>Students will be able to (do)...</p> <ul style="list-style-type: none"> -explain the changes over the past three generations in the American family. -discuss the nature of discipline in the modern American family. -analyze recent trends in marriage and the American family. -compare and contrast different types of economic systems. -discuss capitalism and its influence on the growth of American society. -explain the setup of the American political system. -discuss the influence of interest groups and the political divide that faces America today. -examine the functionalist and conflict theories on education. -discuss current day issues facing the American education system. -explain the different roles religion can play in the society. -analyze different belief systems that exist throughout the world. -examine the functionalist and conflict theories on sports in America. -debate the value of social media in society today.
Assessment Evidence:	
<p>Performance Tasks: Students will be exposed to higher ordered thinking similar to those used on the PARCC. These problems will be used as additional support when covering the material in the unit.</p>	<p>Other Assessment Measures: Quizzes, tests, essay prompts, homework, review games, tickets out the door, benchmarks, and typed critical thinking assignments, major research assignment.</p>

<p>Questions similar to the problems should be incorporated into formal assessments. Students should receive feedback from the teacher on their performance on performance tasks-including classroom activities, homework, group work, projects, tests, benchmarks.</p>	
<p>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</p>	
<p>Instructional Strategies and Activities</p>	
<p>Review Games</p>	<p>By using review games, the students will be able to practice concepts with their peers. They will also be able to review the major concepts from the unit before taking a formal assessment.</p>
<p>Guided Notes</p>	<p>Teachers should use guided or skeleton notes to help the students organize the content. These notes should include vocabulary, examples, and key concepts.</p>
<p>Activators</p>	<p>Each day teachers should open the lesson with an activator. This will help students review the content from the previous lesson.</p>
<p>High Level Writing Assignments</p>	<p>Students will engage in critical thinking assignments that encourage them to find solutions to historical problems and relate them to real world issues.</p>
<p>Resources</p>	
<p>Holt McDougal’s Sociology: The study of Human Relationships</p>	
<p>Suggested Time Frame:</p>	<p>20-25 days</p>