Sociology

Unit I: The Sociological Perspective and Methods of Inquiry

Stage 1: Desired Results

Standards & Indicators:
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.
    1.3.1 Surveys and interviews
    1.3.2 Experiments
    1.3.3 Observations
    1.3.4 Content analysis
    1.3.5 Research ethics
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

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Central Idea/Enduring Understanding:
This unit introduces students to the study of sociology and the sociological perspective. Sociology's core theoretical and methodological content distinguishes it from other social sciences. By examining social constructions of reality and the impact of social context on human behavior, students begin to develop a sociological perspective, or sociological imagination. Students will become familiar with the major theoretical perspectives—functionalism, conflict theory, and symbolic interactionism—and learn to apply them in order to better understand social behavior and its consequences. Students will learn about methods of sociological research and advance their analytic skills by recognizing strengths and weaknesses of each theoretical and methodological approach.

Essential/Guiding Questions:
1. What is sociology?
2. What is the sociological perspective?
3. What methods of inquiry are used in the study of sociology?
4. How does a sociologist apply the methods of inquiry in order to better understand social behavior and its consequences?
5. What are the methods of sociological research used in sociology?
6. How will a student advance their analytical skills and recognize the strengths and weaknesses of each theoretical and methodological approach?

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Content:
- A. Definition of Sociology
- B. Sociology as a Science
    1. Inductive and Deductive Reasoning
    2. Qualitative and Quantitative research designs
    3. Correlation versus Causation
    4. The Scientific Method
        (a) Hypotheses
        (b) Research objectives
        (c) Data Collection
        (d) Case studies
        (e) Data analysis
        (f) Development of Conclusions
        (g) Research Questions
    5. Types of Research
        (a) Polling verses survey Research
        (b) Technology and research
    6. Experiments and Experiment design
- C. The Development of Sociology
    1. Scholars who provided the foundation of sociology
    2. Contemporary Sociology
- D. Sociological Perspectives
- E. Sociology in comparison to other social sciences
- F. Understanding Life in a Global Society
- G. Sociological Thinking
- H. Critical Thinking in Sociology: Common Sense v Common Nonsense
- I. Theoretical Perspectives
    1. Symbolic Interactionist Perspective
    2. The Conflict Perspective
    3. Feminist Theory
    4. Structural Functionalist Perspective
- J. Comparing and Contrasting Theoretical Perspectives
- K. Thinking Sociologically
- L. The Relationship between theory and Methods
- M. Globalization and Diversity

Skills(Objectives):
1. We will learn to define sociology as well as compare and contrast it with other major social sciences
2. We will learn to define globalization and give examples of sociological importance
3. We will learn to define critical thinking and its importance in developing a sociological imagination
4. We will learn to trace the historical development of sociology
5. We will learn to define and give examples of the major theoretical perspectives in sociology
6. We will learn to discuss ethical issues in sociological research.
7. We will learn to list and explain types and steps of sociological research
8. We will learn to compare and contrast quantitative and qualitative research designs
9. We will learn to explain the relationship between major theoretical perspectives and research
10. We will learn to understand the relationship between theory and methods in sociology

Interdisciplinary Connections:
- Reading Informational Text
- Informational/Explanatory Writing
- Argumentative Writing
- Research Writing

Stage 2: Assessment Evidence

Performance Task(s):
A performance task is any learning activity or assessment that asks students to perform to

Other Evidence:
- Scores on Tests and Quizzes

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demonstrate their knowledge, understanding and proficiency.

Performance tasks yield a tangible product and/or performance that serve as evidence of learning. Unlike a selected-response item (e.g., multiple-choice or matching) that asks students to select from given alternatives, a performance task presents a situation that calls for learners to apply their learning in context.

Performance tasks present realistic conditions and constraints for students to navigate. Students need to consider goals, audience, obstacles, and options to achieve a successful product or performance. Performance tasks have a side benefit — they convey purpose and relevance to students, helping learners see a reason for putting forth effort in preparing for them.

Unlike traditional test "items" that typically assess a single skill or fact, performance tasks are more complex. They involve multiple steps and thus can be used to assess several standards or outcomes.

Performance Tasks provide a vehicle for integrating two or more subjects and/or weaving in 21st century skills and Habits of Mind. One natural way of integrating subjects is to include a reading, research, and/or communication component (e.g., writing, graphics, oral or technology presentation) to tasks in content areas like social studies, science, health, business, health/physical education. Such tasks encourage students to see meaningful learning as integrated, rather than something that occurs in isolated subjects and segments.

Examples include:
- Graphic Display
- Debate
- Presentation
- Portfolios
- Performances
- Exhibits
- Projects (i.e. create a newspaper, yearbook, web page, pamphlets)
- Socratic Seminar
- Case Studies
- Blog Posts
- Video creation
- Role Playing
- Opinion papers
- Reflections
- Surveys

- Pre and Post Assessments to measure development throughout the course
- Writing (Narrative, Analytical, Expository, Persuasive, Argumentative) with use of a rubric
- Capstone Project with use of a rubric
  - The Sociology Capstone is the opportunity for students to engage in active learning, apply. research skills, theoretical perspectives, and demonstrate their mastery of the discipline. Examples include: a primary research thesis, a service-learning project, a policy analysis paper, or a media product. Regardless of the format, each product will be based on the student's interests, grounded in a research question defined by the student, and require significant research to produce a written paper and oral presentation.
- Student surveys
- Student self-evaluation
- Journals
- Formative Assessments such as:
  - Think/Pair/Share
  - Turn and Talk
  - One sentence summary
  - RSQC2 (recall, summarize, question, connect, comment)
  - S.O.S summary (The teacher presents a statement, asks the student's opinion, and asks the student to support their opinion with evidence)
  - Write-About
  - Good Question
  - Quick Write
- Do Now
- Exit Tickets

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Stage 3: Learning Plan

Learning Opportunities/Strategies:

Practice Testing or Retrieval Practice
Involves frequent testing or quizzing over a period of time to encourage students' recall of the material from memory. Over time, this makes the material "stick." The key is to make sure that tests are "low" or "no-stakes." In other words, this is meant as a learning technique, not for assessment. Practice testing can be done by an instructor, or students can test on their own.

Distributed Practice or Spacing
Spreading out learning sessions for a new concept or idea over time, rather than all at once. To use distributed practice, educators should introduce a new topic or subject, and then return to it at regular intervals over time. To maximize students' long-term retention of the material, they should leave long intervals of time, such as weeks or months, between practice and review sessions

Elaborative Interrogation
Educators ask students to explain why a fact or concept is true. It's most effective when students already have background knowledge on a topic. Instructors can easily implement elaborative interrogation by asking students questions like, "Why is this true?" "Why does it make sense that…?" or even just, "Why?" And, when the concepts are complex, it may help for instructors to help students identify the key concepts they should explain.

Self-Explanation
Self-explanation is similar to elaborative interrogation, except that educators ask students to explain their thought processes, rather than just a concept. For example, educators using this technique might ask students to explain how a concept relates to what they already know, or to explain the steps taken in solving a problem.

Teachers can easily engage in this technique by asking about students' processing, not the content itself. For example, they might ask, "What new information does this sentence provide for you?" or "How does this relate to what you already know?" Also, research findings support two best practices for implementation: (1) make sure students do not have ready access to explanations, and (2) spend time up front teaching students how to ask good questions and construct

Resources:

LGBT and Disabilities Law
GLSEN Educator Resources

For Educators: Supporting LGBTQIA Youth Resource List

Respect Ability: Fighting Stigmas, Advancing Opportunities

Textbook
Society in Focus: An introduction to Sociology

American Sociological Association
https://www.asanet.org/

Top 30 Sociology Blogs and Websites
https://www.asanet.org/

American Psychological Association
https://www.apa.org/

Best Psychology Blogs and Websites
https://www.psypost.org/2016/09/top-best-psychology-websites-articles-information-44974

https://www.happierhuman.com/psychology-websites/

Various resources such as books, articles, videos, and interviews

thorough explanations. A drawback to this technique is that it can require a lot of time to successfully complete in the classroom.

Retrieval Practice
Many people think of "studying" as simply re-reading notes, textbooks, or other materials. But having the information right in front of us doesn't force us to retrieve it from memory; instead, it allows us to trick ourselves into thinking we know something. Recalling information without supporting materials helps us learn it much more effectively.

Teach students how to do retrieval practice in class: Have them turn off their devices, put all their notes and books away, then ask them to write everything they know about a particular term or topic, or share their thoughts in a think-pair-share. When the practice is done, have students check their understanding by revisiting their materials and discussing misconceptions as a class. Once they learn how to do this in school, they can then apply it at home.

Interleaving
When planning exercises for students, resist the temptation to have them repeat the exact same process multiple times in a row. Instead, have them do a few of the new processes, then weave in other skills, so that the repetitive behavior is interrupted and students are forced to think more critically. Explain this strategy to students so they can apply interleaving to their own studying.

Concrete Examples
Help students extend their understanding by coming up with examples of their own.

Dual Coding
Combine words and visuals

When information is presented to us, it is often accompanied by some kind of visual: An image, a chart or graph, or a graphic organizer. When students are studying, they should make it a habit to pay attention to those visuals and link them to the text by explaining what they mean in their own words. Then, students can create their own visuals of the concepts they are learning. This process reinforces the concepts in the brain through two different paths, making it easier to retrieve later.

It is a good idea to combine different learning strategies and to make the vocabulary part of the class

vocabulary. And to teach them how to do the strategies at home on their own.	

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Orbitals (Independent Study Projects) *Learning Contracts* Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Reading Buddies Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Reading Buddies Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Unit II: Social Structure: Culture, Institutions, and Society

Stage 1: Desired Results

Standards & Indicators:
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
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

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	Media have embedded values and points of view.

Central Idea/Enduring Understanding:	Essential/Guiding Questions:
This unit introduces students to the core concepts that sociologists use to explain human social behavior, including how sociologists use culture and social structure to view the social world. Students will learn how to deconstruct and evaluate culture and social structure through social institutions, individual roles and statuses, and the process of change, considering multiple levels of analysis—global, societal, local and individual. Students will also examine both culture and structure as human creations that carry on from generation to generation.	1. What is culture? 2. What are the components of culture? 3. How does culture influence individuals, including themselves? 4. What are the importance of social institutions and how do they respond to social needs? 5. How do social institutions change and evolve?

Content:	Skills(Objectives):

A. What is Culture?
   1. Material culture
   2. Non-material culture
B. The Origins of Culture
   1. Nature
   2. Nurture
C. Components of Culture
   1. Symbols
	1. We will learn to define society and culture and give examples of different types of societies
	2. We will learn to list and give examples of the major components of culture
	3. We will learn to define and give examples of ethnocentrism and cultural relativism
	4. We will learn to explain globalization and cultural diversity

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2. Language
3. Beliefs
4. Values
5. <u>Norms</u>
    (a) Folkways
    (b) Mores
    (c) Laws
    (d) Taboos
6. Sanctions

D. <u>Ethnocentrism and Cultural Relativism</u>

E. <u>Globalization and Cultural Diversity</u>
1. Subcultures
2. Countercultures
3. Multiculturalism
4. Modern and Postmodern culture
5. Culture, class, and Media
    (a) Folk Culture
    (b) Popular Culture
6. Ideal and Real Culture

F. <u>What is Society?</u>

G. <u>Types of Society</u>
1. Hunting Gathering
2. Pastoral
3. Horticultural
4. Agrarian
5. Industrial
6. Post Industrial

H. <u>Sociological Approaches to Society and Culture</u>
1. Functionalism/Cultural ecological approach
2. Conflict Perspective/Cultural hegemony
3. Symbolic Interactionism
4. Feminist view

I. <u>Social Institutions</u>
1. Families
    (a) What is a family?
    (b) Family Diversity
    (c) Descent Patterns
    (d) Family Patterns
    (e) Dating, Marriage, Divorce
    (f) Exogamy
    (g) Endogamy
    (h) Monogamy
    (i) Polygamy
    (j) Sociological Approach to the family
    (k) Parenting
    (l) Family and Social Diversity
    (m) Media Families: Compounding and Myth
    (n) Families and technology
    (o) Minority families
    (p) Single Parent families
    (q) Same Sex Families
    (r) Family Problems: Domestic Violence

5. We will learn to discuss society and culture from each of the major theoretical perspectives in sociology
6. We Will learn to define what a family is
7. We will learn to describe diverse families including family patterns, dating and mate selection, marriage and divorce patterns, as well as residence and authority patterns
8. We will learn to apply each of the sociological perspectives to the family
9. We will learn to describe US families and the life course, and give examples of diversity
10. We will learn to discuss family transitions and family problems
11. We will learn to place education in a global context by comparing and contrasting education in the United States, Japan, and Great Britain
12. We will learn to discuss the role of education from a functionalist perspective as well as give examples of both manifest and latent functions of schooling
13. We will learn to discuss education and social stratification from both the conflict and the feminist perspective
14. We will learn to discuss education in everyday life using the symbolic interactionist approach
15. We will learn to list and explain some contemporary trends in American education
16. We will learn to define religion
17. We will learn to discuss the diversity of religion around the world
18. We will learn to explain the social organization of religion
19. We will learn to to explain religion from each of the sociological perspectives
20. We will learn to discuss various religious movements
21. We will learn to discuss religion and the media
22. We will learn to discuss religious diversity in the United States
23. We will learn to define power and politics and describe different types of authority
24. We will learn to explain how politics influence society
25. We will learn to describe political systems around the globe
26. We will learn to define and describe Democracy American style
27. We will learn how to describe politics and power from each of the sociological perspectives
28. We will learn to discuss war, nuclear war, and their effects on society

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(s) Balancing family and work
2. Education
    (a) Education in a Global Society
    (b) The role of education in a functionalist perspective: cultural transmission, teaching cognitive skills, teaching values and norms, anticipatory socialization, social and cultural integration
    (c) Education and social stratification: conflict and feminist perspectives: Unequal access to schooling, educational credentials, hidden curriculum, tracking, screening, eurocentrism, credentialism
    (d) Education and Everyday Life: Socialization (personal and social development, labeling students (the self fulfilling prophecy), student-teacher interaction, schools as bureaucracy (dehumanizing education).
    (e) Contemporary trends in American education: Pre-school and early childhood education, standardized testing, Year round education, charter schools and school vouchers, homeschooling, diversity, multicultural education, and globalization, expanding role of community colleges,
    (f) Challenges for Education: Inadequate funding, lack of discipline, school violence, drugs in schools, teacher shortages
    (g) Mass media, computers, and technology in Education: Mass media, computers in the classroom, technology and mutl-media education, academic dishonesty, plagiarism, and cybercheating
    (h) Looking to the future
3. Religion
    (a) Defining Religion: The sacred and the profane, religious symbols, beliefs, and rituals, the difference between religion and magic; religion and ultimate meaning
    (b) Global Religious Diversity: Animatism; Animism; Theism; Ethical Religions
    (c) The Social Organization of Religion: Ecclesia, Denomination or Church, Set, New religious movement

29. We will learn to describe peace organizations and peace movements
30. We will learn to define economy, and compare and contrast economic systems
31. We will learn to explain what is meant by the global economy
32. We will learn to discuss the relationship between the economy and work
33. We will learn to explain work as a s social phenomenon
34. We will learn to apply the various sociological perspectives to the economy and work
35. We will learn to distinguish between health and sickness in wealthy and poor nations
36. We will learn the meaning of health and sickness in the United States
37. We will learn to discuss medicine and health care cross culturally
38. We will learn to discuss medicines and healthcare in the United States
39. We will learn to discuss the health care crisis from each of the sociological perspectives
40. We will learn to define demography and explain some of the major demographic theories
41. We will learn to trace the growth of cities, and define and explain urbanization
42. We will learn to define urban sociology and human ecology
43. We will learn to explain some of the major sociological theories on urban development
44. We will discuss the impact of population and urbanization on the environment
45. We will learn to assess the impact of technology and the internet age on social change and the future

(d) <u>Sociological Perspectives in religion</u>: Religion and Functionalism; Religion from the Conflict Perspective; Religion Interactionism and social change; religion and feminism

(e) <u>Religious Movements</u>: Secularization thesis; Early revivals and religious movements; the holiness and pentecostal Movements; Evangelical and Fundamentalists Movements

(f) Contemporary religious movements

(g) <u>Religion, Media, and Technology</u>: Evangelical Media; Mass media, religion, and religious messages

(h) Religious diversity

(i) Social Correlates of Religion

(j) Religion and Race: African American religious organizations

4. <u>Government, Politics, and War</u>

(a) <u>Power, Politics, and Authority</u>: Traditional authority; Legal-Rational Authority; Charismatic Authority; Expertise

(b) <u>Politics And Influence</u>: Propaganda, censorship, and ideology; politics, influence, and the media

(c) <u>Technology, Influence, and contemporary politics</u>

(d) <u>Globalization and political systems</u>: Authoritarian systems (dictatorships, oligarchs, totalitarian regimes); Democratic systems (democracy)

(e) <u>Political participation and the American voter</u>: Voter behavior, class, age, race, and ethnicity; interest groups; political parties

(f) <u>Sociological approach to politics and government</u>: The Functionalist approach; Conflict approach (power elite); the Symbolic Interactionist perspective; Feminist views on government and power

(g) <u>War, nuclear war and society</u>: Perspectives on War, the development of war (limited and total wars, guerrilla, proxy, and unilateral wars); Terrorism and the New was of the 21st century; the military industrial complex; technology and infowar; nuclear war and society (mutually assured destruction); society in the nuclear age

(h) <u>Peace organizations and peace movements</u>: the United Nations and

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the search for peace; peace movements
5. The Economy and work
    (a) Sociology and the study of the economy (production, distribution of goods and services, consumption, the economic system)
    (b) The Global Economy: Capitalism, Socialism, Mixed Economies, transnational corporations and the global economy
    (c) The American economy and work: From agrarian to an industrial economy; advertising and the media; post industrialization and service work: blue collar, white collar; and pink collar occupations
    (d) Primary and Secondary Labor Markets and the Rise of Professions
    (e) Unemployment, Underemployment, America's Hidden economy
    (f) Work as a Social phenomenon: Work as a social role; work as a social structure; work and identity; worker satisfaction
    (g) Sociological Views look at the economy and work: Functional view; conflict perspective; conflict perspective; interactionist approach; a feminist viewpoint
6. Health and Medicine
    (a) Global view of health and sickness: disease; infant mortality rates, health and sickness in wealthy nations;
    (b) Epidemiology: The social dimensions of health: Life expectancy; sex and gender; race and ethnicity; socioeconomic status
    (c) Social attitudes toward health and illness: health and fitness; the wellness movement
    (d) Disease and stigma: AIDS, Ebola, Covid-19
    (e) Health, disability, and social identity
    (f) Medicine and health care
    (g) The Age of Specialization
    (h) Media, technology, and the Medicalization of American society
    (i) The Health care crisis from each sociological viewpoint
    (j) Integrative Medicine and Alternatives to conventional health care
7. Social and Cultural Change

(a) Demography and Global population: Fertility, Mortality, and migration; population composition and density
(b) Population Growth: Growth rate and double time; Malthusian Theory; Zero population growth; the theory of Demographic Transitions
(c) The Growth of Cities and Urbanization: the rise of cities; urbanization,
(d) Problems in American cities and suburbs: Urban decay and poverty; revitalization efforts; problems in the suburbs
(e) Urban sociology and human ecology: Tönnies' Gemeinschaft and Gesellschaft; Durkheim's Mechanical and Organic Solidarity; Ridfields's Folk and Urban Societies; The CHicago school and ecological studies; the Concentric Zone Model; the sector model; the Multiple Nuclei model
(f) Human ecology and the environment: cyber population; overpopulation; depletion of natural resources (deforestation, desertification; extinction of species); Pollution
(g) The media, technology, and Environmental concerns
(h) Sociological analyses of population, urbanization, and the environment

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Textbook
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Spreading out learning sessions for a new concept or idea over time, rather than all at once. To use distributed practice, educators should introduce a new topic or subject, and then return to it at regular intervals over time. To maximize students' long-term retention of the material, they should leave long intervals of time, such as weeks or months, between practice and review sessions

Elaborative Interrogation
Educators ask students to explain why a fact or concept is true. It's most effective when students already have background knowledge on a topic. Instructors can easily implement elaborative interrogation by asking students questions like, "Why is this true?" "Why does it make sense that…?" or even just, "Why?" And, when the concepts are complex, it may help for instructors to help students identify the key concepts they should explain.

Self-Explanation
Self-explanation is similar to elaborative interrogation, except that educators ask students to explain their thought processes, rather than just a concept. For example, educators using this technique might ask students to explain how a concept relates to what they already know, or to explain the steps taken in solving a problem.

Teachers can easily engage in this technique by asking about students' processing, not the content itself. For example, they might ask, "What new information does this sentence provide for you?" or "How does this relate to what you already know?" Also, research findings support two best practices for implementation: (1) make sure students do not have ready access to explanations, and (2) spend time up front teaching students how to ask good questions and construct thorough explanations. A drawback to this technique is that it can require a lot of time to successfully complete in the classroom.

Retrieval Practice
Many people think of "studying" as simply re-reading notes, textbooks, or other materials. But having the information right in front of us doesn't force us to retrieve it from memory; instead, it allows us to trick ourselves into thinking we know something. Recalling information without supporting materials helps us learn it much more effectively.

Teach students how to do retrieval practice in class: Have them turn off their devices, put all their notes and

American Sociological Association
https://www.asanet.org/

Top 30 Sociology Blogs and Websites
https://www.asanet.org/

American Psychological Association
https://www.apa.org/

Best Psychology Blogs and Websites
https://www.psypost.org/2016/09/top-best-psychology-websites-articles-information-44974

https://www.happierhuman.com/psychology-websites/

Various resources such as books, articles, videos, and interviews

books away, then ask them to write everything they know about a particular term or topic, or share their thoughts in a think-pair-share. When the practice is done, have students check their understanding by revisiting their materials and discussing misconceptions as a class. Once they learn how to do this in school, they can then apply it at home.

Interleaving
When planning exercises for students, resist the temptation to have them repeat the exact same process multiple times in a row. Instead, have them do a few of the new processes, then weave in other skills, so that the repetitive behavior is interrupted and students are forced to think more critically. Explain this strategy to students so they can apply interleaving to their own studying.

Concrete Examples
Help students extend their understanding by coming up with examples of their own.

Dual Coding
Combine words and visuals

When information is presented to us, it is often accompanied by some kind of visual: An image, a chart or graph, or a graphic organizer. When students are studying, they should make it a habit to pay attention to those visuals and link them to the text by explaining what they mean in their own words. Then, students can create their own visuals of the concepts they are learning. This process reinforces the concepts in the brain through two different paths, making it easier to retrieve later.

It is a good idea to combine different learning strategies and to make the vocabulary part of the class vocabulary. And to teach them how to do the strategies at home on their own.

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Orbitals (Independent Study Projects) *Learning Contracts* Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping	Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders	Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or

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Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Reading Buddies Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Reading Buddies Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit III: Social Relationships: Self, Groups, and Socialization

Stage 1: Desired Results

Standards & Indicators:
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
    3.1.2 Deviance and conformity
3.2 Students will explain the process of the social construction of the self.
    3.2.1 I & me
    3.2.2 Role-taking
    3.2.3 Generalized other
    3.2.4 Identity
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

Career Readiness, Life Literacies and Key Skills		
Standard	**Performance Expectations**	**Core Ideas**
9.1.12.FP.5	Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.DC.6	Select information to post online that positively	Cultivating online reputations for

	impacts personal image and future college and career opportunities.	employers and academia requires separating private and professional digital identities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).	Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).	Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.

Central Idea/Enduring Understanding:	**Essential/Guiding Questions:**
This unit addresses students' needs to understand their social contexts in order to understand themselves. The processes of socialization and the social construction of self both begin before birth and continue throughout life. Students will examine how groups socialize the individuals within them. They will understand that not only does society influence groups and individuals, but also that groups and individuals influence society in a reciprocal fashion. When students understand the external forces that shape their life chances, they are better able to be critical thinkers and problem solvers and take effective and informed action as individuals	1. What is socialization? 2. How do groups socialize the individuals within them? 3. What external forces shape the lives of individuals? 4. What is the process of socialization? 5. What is the social construction of self? 6. What are the primary agents of socialization? 7. What is deviance and conformity? 8. What is a reference group? 9. What are primary and secondary groups? 10. What are ingroups and outgroups? 11. What factors help you to understand yourself? 12. What factors make you a better critical thinker and problem solver?

Content:
 A. The socialization process
    1. Nature versus Nurture
    2. The importance of Heredity and Environment
    3. The Effect of Social Isolation
    4. Developing a social self
       (a) The I and the Me
       (b) The Looking Glass Self
       (c) The Situated Self
 B. Major Agents of Socialization and Global View
	Skills(Objectives):
	 1. We will learn to define socialization and explain the socialization process
	 2. We will learn to identify the major agents of socialization
	 3. We will learn to explain the influence of media and technology on socialization
	 4. We will learn to give examples of socialization throughout the life course

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1. The Family
2. Religion
3. Peers
4. The Workplace
   (a) Anticipatory socialization
   (b) Desocialization
   (c) resocialization
5. Media and Technology
   (a) Mass media
   (b) Social Learning Theory
   (c) Social Media and Technology

C. Socialization and the Life Course
1. Socialization in childhood and Adolescence
   (a) Role Taking
   (b) Significant others
   (c) Generalized others
2. Stages of Cognitive and Moral Development

D. Adult Socialization
1. Erik Erikson: Resolving Crises in Adulthood
2. Levinson's Development approach to adult socialization
3. Young Adults: Development socialization

E. Understanding Socialization Through Sociological Viewpoints
1. Becoming Human: Symbolic Interationist Approach
2. Perpetuating society and culture: Structural Functionalist viewpoint
3. Maintaining existing Inequalities: The Conflict Perspective
4. Understanding the Gender Dimension: A feminist Perspective

F. Social Structure
1. Statuses: Status set; status inconsistency, achieved status; ascribed status; master status
2. Roles: Role distance, Role embracement, role merger, role sets role strain, role conflict
3. Social Networks
4. Social Institutions

G. Social Interaction
1. Patterns of Social Interaction: Exchange, Cooperation, Competition, Conflict, and Coercion
2. Social perception
3. Stereotypes
4. Social Acts
5. Personal space and nonverbal communication
   (a) Intimate distance
   (b) Personal distance
   (c) Social distance
   (d) Public distance
6. Defining social situation

5. We will learn to define and explain desocialization and resocialization
6. We will learn to explain socialization from each of the theoretical perspectives
7. We will learn to define and explain social structure, status, role, social networks, and social institutions
8. We will learn to identify patterns of social interaction in everyday life
9. We will learn to define and explain personal space
10. We will learn to define and give examples of nonverbal communication
11. We will learn to explain interaction in everyday life from each of the sociological perspectives
12. We will define social groups and give examples of different types of groups
13. We will define organization and give examples of types of organizations
14. We will define bureaucracy and give an example
15. We will learn to explain groups, organizations, and bureaucracies from each of the sociological perspectives
16. We will learn to describe how media organizations and technology bring about change
17. We will learn to define deviance and explain the difference between deviance and crime as well as the difference between diversity and deviance
18. We will learn to discuss and debunk some of the major popular explanations for deviance
19. We will learn to discuss and explain sociological theories of deviance from each of the major sociological perspectives
20. We will learn to define and give examples of voluntary, informal, and formal social control
21. We will learn to explain the role of media and technology in social control

7. Dramaturgy: Presentation of self and impression of management
8. Ethnomethodology: the taken for granted aspect of interaction

H. <u>Social Interaction, Media, and Technology</u>
I. <u>Sociological Approaches to Interaction in Everyday Life</u>
    1. The structural functionalist approach
    2. The conflict perspective
    3. The symbolic interactionist approach
    4. A feminist viewpoint
J. <u>Social Groups</u>
    1. Aggregate
    2. Category
    3. Social group
    4. Primary and Secondary groups
    5. Ingroups and outgroups
    6. Reference groups
    7. Small group dynamics
    8. The influence of group size
    9. Group leadership
    10. Conformity and group decision making
K. <u>Formal Organization</u>
    1. Types of organization
    2. Contemporary organization
L. <u>Bureaucracies</u>
    1. The ideal type
        (a) Specialization and division of labor
        (b) Hierarchical structure
        (c) Formal rules, regulations, and Procedures
        (d) Impersonality
        (e) Merit and careers
    2. <u>Contemporary Bureaucracies</u>: Bureaucratic Ritualism
M. <u>Sociological approaches to groups, Organizations, and bureaucracies</u>
    1. The structural functionalist approach
    2. The Conflict perspective
    3. A feminist view
    4. Symbolic interactionism
N. <u>Media Organizations, Technology, and Change</u>
    1. Media Organizations
    2. Technology, Globalization, and social diversity
O. <u>Defining Deviance and Conformity</u>
    1. Norms and Range of Tolerance
    2. Importance of Time, Place, Situation, and Culture
    3. Significance of Actors, Audience, and Media
    4. The Difference between deviance and crime
    5. Distinguishing between diversity and deviance
    6. Deviance and Stigma
P. <u>Popular Explanations for Deviance</u>

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1. Deviants are different: From Deonology to Biology
2. The Medical Model: Equating Deviance with Illness
3. Blame it on the Media and Technology: Moral entrepreneurs, moral crusade, moral panic; pornography and sex crimes; cyberporn, cybersex, and internet addiction; media violence and aggressive behaviors; the effects of music

Q. Sociological analysis of Deviance and Conformity
1. The Structural Functionalist Perspective
    (a) Deviance and Social Pathology:
    (b) Durkheim's Theory of Suicide
    (c) Morton's Anomie Theory
    (d) Deviant subculture
2. Conflict Theories of Deviance
    (a) Power and Deviance
    (b) Elite Deviance
3. Interactionist Explanations
    (a) Labeling Theories
    (b) Primary Deviance
    (c) Secondary Deviance
    (d) Social Learning Theories: Differential Association; Differential reinforcement; Social Conflict Theories; Hirsch's Social Theory; Containment Theory;Techniques of neutralization
4. Feminist Theories

R. Deviance, Conformity, and Social Control
1. Social Control and Deviance: Deterrence theory
2. Voluntary(or internalized) social control
3. Informal social control
4. Formal Social Control: Crime and the Criminal Justice System
    (a) Violent crimes
    (b) Property Offense
    (c) Public order "Victimless crimes"
    (d) Law Enforcement
    (e) The courts
    (f) Corrections

S. Technology social control or out of control?
1. Technology and social control
2. Technology out of control

Interdisciplinary Connections:
● Reading Informational Text
● Informational/Explanatory Writing
● Argumentative Writing
● Research Writing

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Stage 2: Assessment Evidence

Performance Task(s):

A performance task is any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency.

Performance tasks yield a tangible product and/or performance that serve as evidence of learning. Unlike a selected-response item (e.g., multiple-choice or matching) that asks students to select from given alternatives, a performance task presents a situation that calls for learners to apply their learning in context.

Performance tasks present realistic conditions and constraints for students to navigate. Students need to consider goals, audience, obstacles, and options to achieve a successful product or performance. Performance tasks have a side benefit — they convey purpose and relevance to students, helping learners see a reason for putting forth effort in preparing for them.

Unlike traditional test "items" that typically assess a single skill or fact, performance tasks are more complex. They involve multiple steps and thus can be used to assess several standards or outcomes.

Performance Tasks provide a vehicle for integrating two or more subjects and/or weaving in 21st century skills and Habits of Mind. One natural way of integrating subjects is to include a reading, research, and/or communication component (e.g., writing, graphics, oral or technology presentation) to tasks in content areas like social studies, science, health, business, health/physical education. Such tasks encourage students to see meaningful learning as integrated, rather than something that occurs in isolated subjects and segments.

Examples include:
- Graphic Display
- Debate
- Presentation
- Portfolios
- Performances
- Exhibits
- Projects (i.e. create a newspaper, yearbook, web page, pamphlets)
- Socratic Seminar
- Case Studies
- Blog Posts

Other Evidence:

Scores on Tests and Quizzes
- Pre and Post Assessments to measure development throughout the course
- Writing (Narrative, Analytical, Expository, Persuasive, Argumentative) with use of a rubric
- Capstone Project with use of a rubric
  - The Sociology Capstone is the opportunity for students to engage in active learning, apply. research skills, theoretical perspectives, and demonstrate their mastery of the discipline. Examples include: a primary research thesis, a service-learning project, a policy analysis paper, or a media product. Regardless of the format, each product will be based on the student's interests, grounded in a research question defined by the student, and require significant research to produce a written paper and oral presentation.
- Student surveys
- Student self-evaluation
- Journals
- Formative Assessments such as:
  - Think/Pair/Share
  - Turn and Talk,
  - One sentence summary
  - RSQC2(recall,summarize, question, connect, comment)
  - S.O.S summary(The teacher presents a Statement, asks the student's opinion, and asks the student to support their opinion with evidence)
  - Write-About
  - Good Question
  - Quick Write
- Do Now
- Exit Tickets

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● Video creation ● Role Playing ● Opinion papers ● Reflections ● Surveys	

Stage 3: Learning Plan

Learning Opportunities/Strategies:	Resources:
Practice Testing or Retrieval Practice Involves frequent testing or quizzing over a period of time to encourage students' recall of the material from memory. Over time, this makes the material "stick." The key is to make sure that tests are "low" or "no-stakes." In other words, this is meant as a learning technique, not for assessment. Practice testing can be done by an instructor, or students can test on their own. **Distributed Practice or Spacing** Spreading out learning sessions for a new concept or idea over time, rather than all at once. To use distributed practice, educators should introduce a new topic or subject, and then return to it at regular intervals over time. To maximize students' long-term retention of the material, they should leave long intervals of time, such as weeks or months, between practice and review sessions **Elaborative Interrogation** Educators ask students to explain why a fact or concept is true. It's most effective when students already have background knowledge on a topic. Instructors can easily implement elaborative interrogation by asking students questions like, "Why is this true?" "Why does it make sense that…?" or even just, "Why?" And, when the concepts are complex, it may help for instructors to help students identify the key concepts they should explain. **Self-Explanation** Self-explanation is similar to elaborative interrogation, except that educators ask students to explain their thought processes, rather than just a concept. For example, educators using this technique might ask students to explain how a concept relates to what they already know, or to explain the steps taken in solving a problem. Teachers can easily engage in this technique by asking about students' processing, not the content itself. For example, they might ask, "What new information does this sentence provide for you?" or "How does this	Resources: LGBT and Disabilities Law GLSEN Educator Resources For Educators: Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities **Textbook** Society in Focus: An introduction to Sociology American Sociological Association https://www.asanet.org/ Top 30 Sociology Blogs and Websites https://www.asanet.org/ American Psychological Association https://www.apa.org/ Best Psychology Blogs and Websites https://www.psypost.org/2016/09/top-best-psychology-websites-articles-information-44974 https://www.happierhuman.com/psychology-websites/ **Various resources such as books, articles, videos, and interviews**

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Interleaving
When planning exercises for students, resist the temptation to have them repeat the exact same process multiple times in a row. Instead, have them do a few of the new processes, then weave in other skills, so that the repetitive behavior is interrupted and students are forced to think more critically. Explain this strategy to students so they can apply interleaving to their own studying.

Concrete Examples
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Dual Coding
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When information is presented to us, it is often accompanied by some kind of visual: An image, a chart or graph, or a graphic organizer. When students are studying, they should make it a habit to pay attention to those visuals and link them to the text by explaining what they mean in their own words. Then, students can create their own visuals of the concepts they are learning. This process reinforces the concepts

in the brain through two different paths, making it easier to retrieve later. It is a good idea to combine different learning strategies and to make the vocabulary part of the class vocabulary. And to teach them how to do the strategies at home on their own.	

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Unit IV: Stratification and Inequality

Stage 1: Desired Results

Standards & Indicators:
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

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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
4.4 Students will assess responses to social inequality.
    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

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.	Cultivating online reputations for employers and academia requires separating private and professional digital identities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).	Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.

Central Idea/Enduring Understanding:
This unit encourages students to evaluate systems of stratification and how socialization and group memberships affect individuals' social status. They will learn about factors that produce opportunities and advantages for some and disadvantages for others. With this understanding, students can analyze and consider potential responses to social issues on individual, local, societal and global scales.

Essential/Guiding Questions:
1. What is social stratification?
2. What are the common patterns of social inequality?
3. How are groups and individuals affected by social inequality?
4. What is the relationship between social institutions and inequality?
5. How will individuals assess responses to social inequality?
6. What are the systems of stratification and how are those systems evaluated?
7. How is social status affected?

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8. How can students analyze and consider potential responses to social issues on individual, local, societal, and global scales?
9. How can social stratification be analyzed through sociological perspectives?
10. What is the difference between race and ethnicity?
11. What is prejudice and discrimination?
12. What is the difference between sex and gender?
13. What are the comparisons and differences of aging in different societies?
14. What is ageism?

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Content:
A. Understanding Social Stratification
   1. Social Differentiation
   2. Social Inequality
   3. Social Stratification
B. Systems of Stratification
   1. Slavery
   2. Castes
   3. Estates
   4. Social classes
C. Determining social class ranking
   1. Wealth
   2. Power
   3. Prestige
   4. Socioeconomic status
D. Social Classes in the United States
   1. Upper class
   2. Upper middle class
   3. Lower middle class
   4. Working class
   5. Lower class
E. Poverty: Media Images and Reality
   1. Absolute poverty
   2. Relative poverty
   3. Feminization of poverty
   4. Homelessness and the Ghetto poor
   5. Culture of poverty
F. Social Class in the United States: Myth and Reality
   1. Life Chances and Social Class
   2. Social Mobility
   3. Structural Mobility
G. Perspectives on social stratification
   1. The functionalist perspective
   2. The Interactionist perspective
   3. The feminist perspective
   4. The conflict perspective
H. Globalization, Diversity, and class
I. The Media and class ideology
J. Globalization and Economic Development
   1. Global stratification system
   2. The language of development

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Skills(Objectives):
1. We will learn to define social stratification and be able to identify and describe different systems of stratification
2. We will learn to determine social class rankings based on wealth, power, and prestige
3. We will learn to distinguish between media images and the reality of poverty
4. We will learn to differentiate between myths and realities regarding social class in the United States
5. We will learn to analyze social stratification from each of the sociological perspectives
6. We will learn to define global stratification
7. We will learn to explain the impact of global stratification on the quality of life
8. We will learn to explain some of the major theories of global stratification
9. We will learn to define transnational corporations and their impact on global inequality
10. We will learn to define and explain the link between global stratification and the use of media and technology
11. We will learn to define race and ethnicity and give examples of each
12. We will learn to define prejudice and give examples
13. We will learn to define discrimination and give examples
14. We will learn to discuss and explain dominant/minority relations
15. We will learn to explain prejudice and discrimination using each of the sociological perspectives
16. We will learn to define and distinguish between the concepts of sex and gender
17. We will learn to discuss how the various sociological perspectives view sex and gender
18. We will learn to define sexism and give examples in each of the major social institutions
19. We will learn to summarize major feminist movements in the United States and around the globe

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3. High Income nations
4. Middle Income nations
5. Low income nations
K. <u>Global Stratification and Quality of lIfe</u>
 1. Absolute poverty
 2. The Global Haves and Have Nots
 3. National class systems and poverty
 4. Population growth and Poverty
 5. The Poorest of the poor: Women and children
 6. Poverty and Malnutrition
 7. Literacy rates and street children
 8. Life expectations and health
L. <u>Explaining global stratification</u>: Modernization Theory (Functionalist Approach)
M. <u>Conflict approaches to Global Inequality</u>
 1. Colonialism and Imperialism
 2. Dependency Theory
 3. World Systems Theory
 4. Interactionism and Global Stratification
N. <u>Feminism and Global Inequality</u>
O. <u>Transnational corporations:</u> The making of new Haves and have nots
 1. Corporations and the new global assembly line
 2. Media, corporations, and inequality
 3. Global stratification and the mass media
 4. Technology and the Global Digital Divide
 5. Corporations, Diversity, ad a world on the move
P. <u>Understanding race and ethnicity in a global society</u>
 1. <u>Race</u>
 2. <u>Biological race</u>
 3. <u>Social race</u>
 4. <u>Race and the US</u>
 5. <u>Ethnicity</u>
 6. <u>Ethnic groups</u>
 7. <u>Minority groups</u>
Q. <u>Prejudice</u>
 1. Racism
 2. Approaches to prejudice
 3. Social Psychological Perspectives
 4. Scapegoat
 5. Culture, Stereotypes, and Prejudice
 6. Ethnocentrism
 7. Stereotypes
 8. Discrimination
 9. Types of Discrimination: personal discrimination; legal discrimination; institutional discrimination
 10. Contemporary Discrimination
 11. White hate groups
 12. Affirmative action in housing, education, sports, criminal justice system

20. We will learn to discuss sexual orientation and diversity
21. We will learn to define gerontology
22. We will learn to discuss the biological, psychological, and sociological aspects of aging
23. We will learn to compare and contrast aging in different types of societies
24. We will learn to define ageism and give examples of stereotypes of the elderly
25. We will discuss aging from each of the sociological theoretical perspectives

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R. Race, Ethnicity, Media, and Technology
1. In Hollywood movies
2. On Television
3. On the world wide web

S. Dominant-minority group relations
1. Cultural pluralism
2. Assimilation
3. Segregation
4. Genocide
5. Race and Ethnicity in the US
6. White Anglo Saxon Protestant
7. American Native Americans
8. Latinos
9. African-Americans
10. Asian Americans
11. Euro-American Ethnics

T. Perspectives on Race and Ethnicity
1. Functionalist approach
2. The Conflict perspective
3. Symbolic interactionism
4. A feminist view

U. Sex and Gender in a Global Society
1. Sex
2. Gender

V. Sex: Biological Differentiation
1. Transgender
2. Transexual

W. Gender: Social and Cultural Differentiation
1. Gender Roles
2. Masculinity and Femininity
3. Explaining Gender differences
4. Gender Identity
5. Gender and Social Learning Theory
6. Gender and the Looking Glass Self
7. Gender Identity and Role Taking
8. Androgyny
9. GEnder roles as a division of labor
10. Functionalists and the nature versus nurture debate
11. Gender Stratification: Conflict Perspective
12. Feminist View

X. Sexism
1. In the family
2. Working the second shift
3. Gender roles in marriage
4. Passing sexism on to the next generation
5. In religion
6. Patriarchal beliefs
7. Patriarchal structures
8. In Education
9. Sexism in Curriculum
10. Sex segregated schools
11. In the Workplace

    12. Pink Collar Occupations
    13. Gender Tracking
    14. Sexual Harassment
    15. The wage and earning gap
    16. In sports
    17. Title IX
    18. In politics and government
    19. In the military
    20. In the media
    21. Masculinity and Femininity in the Media
    22. Sex, Gender and Advertising
    23. Sex, Gender, and Music
    24. Television and Gender Socialization
    25. Sex, Gender, and technology

Y. Feminism
    1. Feminist Movement in the US
    2. Global Feminism
    3. Resistance to Feminism

Z. Sexual orientation and diversity
    1. Heterosexuality
    2. Bisexuality
    3. Homophobia

AA. Gerontology: The study of Aging
    1. The graying of the globe
    2. Bodily wear and tear
    3. Senescence
    4. Midlife Crisis
    5. Senior Citizens
    6. The Social Dimension of Aging
    7. Norms for the Elderly
    8. Social Interaction and networks for the elderly
    9. Changing roles for the elderly
    10. Growing old in traditional preindustrial societies
    11. The elderly in industrial societies
    12. Aging in postindustrial societies
    13. Ageism
    14. Mass Media stereotypes
    15. Retirement, fixed incomes, and poetry
    16. Social isolation
    17. Elder abuse
    18. Health maintenance
    19. Death and Dying: Euthanasia, hospice
    20. Sociological explanations of the aging process
        (a) Social disengagement theory
        (b) Activity theory of aging
        (c) Conflict approach to aging
        (d) Subcultural theory of aging
        (e) Exchange theory of aging

Interdisciplinary Connections:
- Reading Informational Text
- Informational/Explanatory Writing
- Argumentative Writing

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● Research Writing

Stage 2: Assessment Evidence

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Performance Task(s):

A performance task is any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency.

Performance tasks yield a tangible product and/or performance that serve as evidence of learning. Unlike a selected-response item (e.g., multiple-choice or matching) that asks students to select from given alternatives, a performance task presents a situation that calls for learners to apply their learning in context.

Performance tasks present realistic conditions and constraints for students to navigate. Students need to consider goals, audience, obstacles, and options to achieve a successful product or performance. Performance tasks have a side benefit — they convey purpose and relevance to students, helping learners see a reason for putting forth effort in preparing for them.

Unlike traditional test "items" that typically assess a single skill or fact, performance tasks are more complex. They involve multiple steps and thus can be used to assess several standards or outcomes.

Performance Tasks provide a vehicle for integrating two or more subjects and/or weaving in 21st century skills and Habits of Mind. One natural way of integrating subjects is to include a reading, research, and/or communication component (e.g., writing, graphics, oral or technology presentation) to tasks in content areas like social studies, science, health, business, health/physical education. Such tasks encourage students to see meaningful learning as integrated, rather than something that occurs in isolated subjects and segments.

Examples include:
- Graphic Display
- Debate
- Presentation
- Portfolios
- Performances
- Exhibits
- Projects (i.e. create a newspaper, yearbook, web page, pamphlets)
- Socratic Seminar
- Case Studies

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Other Evidence:
- Scores on Tests and Quizzes
- Pre and Post Assessments to measure development throughout the course
- Writing (Narrative, Analytical, Expository, Persuasive, Argumentative) with use of a rubric
- Capstone Project with use of a rubric
  - The Sociology Capstone is the opportunity for students to engage in active learning, apply research skills, theoretical perspectives, and demonstrate their mastery of the discipline. Examples include: a primary research thesis, a service-learning project, a policy analysis paper, or a media product. Regardless of the format, each product will be based on the student's interests, grounded in a research question defined by the student, and require significant research to produce a written paper and oral presentation.
- Student surveys
- Student self-evaluation
- Journals
- Formative Assessments such as:
  - Think/Pair/Share
  - Turn and Talk
  - One sentence summary
  - RSQC2 (recall,summarize, question, connect, comment)
  - S.O.S summary(The teacher presents a statement, asks the student's opinion, and asks the student to support their opinion with evidence)
  - Write-About
  - Good Question
  - Quick Write
- Do Now
- Exit Tickets

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- Blog Posts
- Video creation
- Role Playing
- Opinion papers
- Reflections
- Surveys

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Practice Testing or Retrieval Practice
Involves frequent testing or quizzing over a period of time to encourage students' recall of the material from memory. Over time, this makes the material "stick." The key is to make sure that tests are "low" or "no-stakes." In other words, this is meant as a learning technique, not for assessment. Practice testing can be done by an instructor, or students can test on their own.

Distributed Practice or Spacing
Spreading out learning sessions for a new concept or idea over time, rather than all at once. To use distributed practice, educators should introduce a new topic or subject, and then return to it at regular intervals over time. To maximize students' long-term retention of the material, they should leave long intervals of time, such as weeks or months, between practice and review sessions

Elaborative Interrogation
Educators ask students to explain why a fact or concept is true. It's most effective when students already have background knowledge on a topic. Instructors can easily implement elaborative interrogation by asking students questions like, "Why is this true?" "Why does it make sense that…?" or even just, "Why?" And, when the concepts are complex, it may help for instructors to help students identify the key concepts they should explain.

Self-Explanation
Self-explanation is similar to elaborative interrogation, except that educators ask students to explain their thought processes, rather than just a concept. For example, educators using this technique might ask students to explain how a concept relates to what they already know, or to explain the steps taken in solving a problem.

Teachers can easily engage in this technique by asking about students' processing, not the content itself. For example, they might ask, "What new information does

Resources:

LGBT and Disabilities Law
GLSEN Educator Resources

For Educators: Supporting LGBTQIA Youth Resource List

Respect Ability: Fighting Stigmas, Advancing Opportunities

Textbook
Society in Focus: An introduction to Sociology

American Sociological Association
https://www.asanet.org/

Top 30 Sociology Blogs and Websites
https://www.asanet.org/

American Psychological Association
https://www.apa.org/

Best Psychology Blogs and Websites
https://www.psypost.org/2016/09/top-best-psychology-websites-articles-information-44974

https://www.happierhuman.com/psychology-websites/

Various resources such as books, articles, videos, and interviews

this sentence provide for you?" or "How does this relate to what you already know?" Also, research findings support two best practices for implementation: (1) make sure students do not have ready access to explanations, and (2) spend time up front teaching students how to ask good questions and construct thorough explanations. A drawback to this technique is that it can require a lot of time to successfully complete in the classroom.

Retrieval Practice
Many people think of "studying" as simply re-reading notes, textbooks, or other materials. But having the information right in front of us doesn't force us to retrieve it from memory; instead, it allows us to trick ourselves into thinking we know something. Recalling information without supporting materials helps us learn it much more effectively.

Teach students how to do retrieval practice in class: Have them turn off their devices, put all their notes and books away, then ask them to write everything they know about a particular term or topic, or share their thoughts in a think-pair-share. When the practice is done, have students check their understanding by revisiting their materials and discussing misconceptions as a class. Once they learn how to do this in school, they can then apply it at home.

Interleaving
When planning exercises for students, resist the temptation to have them repeat the exact same process multiple times in a row. Instead, have them do a few of the new processes, then weave in other skills, so that the repetitive behavior is interrupted and students are forced to think more critically. Explain this strategy to students so they can apply interleaving to their own studying.

Concrete Examples
Help students extend their understanding by coming up with examples of their own.

Dual Coding
Combine words and visuals
When information is presented to us, it is often accompanied by some kind of visual: An image, a chart or graph, or a graphic organizer. When students are studying, they should make it a habit to pay attention to those visuals and link them to the text by explaining what they mean in their own words. Then, students can create their own visuals of the concepts they are learning. This process reinforces the concepts

in the brain through two different paths, making it easier to retrieve later. It is a good idea to combine different learning strategies and to make the vocabulary part of the class vocabulary. And to teach them how to do the strategies at home on their own.			

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Orbitals (Independent Study Projects) *Learning Contracts* Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Reading Buddies Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Reading Buddies Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Pacing Guide

Sociology	Content/Resources	Standards
Unit 1: The Sociological Perspective and Methods of Inquiry		

10 Days	Society in Focus: An Introduction to Sociology Chapters 1 & 2	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.
		  1.3.1 Surveys and interviews
		  1.3.2 Experiments
		  1.3.3 Observations
		  1.3.4 Content analysis
		  1.3.5 Research ethics
		
		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

UNIT 2: Social Structure: Culture, Institutions, and Society		

40 Days	Society in Focus: An Introduction to Sociology Chapters 3, 13, 14, 15, 16, 17, 18 & 19	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
		
		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

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		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

UNIT 3: Social Relationships: Self, Groups, and Socialization		

15 days	<u>Society in Focus: An Introduction to Sociology</u>
	Chapters 4, 5, 6 & 7
		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
		    3.1.2 Deviance and conformity
		
		3.2 Students will explain the process of the social construction of the self.
		    3.2.1 I & me
		    3.2.2 Role-taking
		    3.2.3 Generalized other
		    3.2.4 Identity
		
		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

UNIT 4: Stratification and Inequality		

25 days	<u>Society in Focus: An Introduction to Sociology</u>
	Chapters 10, 11 & 12
		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
		
		4.4 Students will assess responses to social inequality.
		    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