Course Title: Sociology

Subject: Social Studies

Grade Level: 12

Duration: ½ year (1 semester)

Prerequisite: none

Elective or Required: elective

Department Mission Statement:

The mission of Social Studies in the Glen Ridge schools is to ignite students’ passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students’ understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description:
Sociology is the logical and systematic study of individuals and their relationships to the groups that influence them. The course defines the roles of individuals and their relationships with an ever-changing world population. Special emphasis is placed on domestic contemporary social issues of race relations, social behavior, crime, gender issues, religion, education and family structure.

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Sociology

Unit 1: Studying Society and Social Life

Chapter 1: The Sociological Perspective
Chapter 2: Culture
Chapter 3: Socialization

Approximate # Of Weeks: 4-5 weeks

Essential Questions:
1. What is sociology?
2. How does culture influence society?
3. What factors influence an individual’s development?

Upon completion of this unit students will be able to:
- Summarize the focus of each social science (6.2.12.C.3.d)
- Trace the origins of sociology from tradition to Max Weber (6.2.12.A.3.d)
- Summarize the opposing arguments in the debate about values in sociological research (6.2.12.C.3.d)
- Explain the basic ideas of symbolic interactionism, functional analysis and conflict theory (6.2.12.D.3.b)
- Explain how research versus reform and globalization are likely to influence sociology (6.2.12.D.3.b)
- Explain what culture is, how cultural provides orientation to life and what practicing cultural relativism means (6.2.12.B.6.a)
- Distinguish between subcultures and countercultures (6.2.12.C.6.b)
- Discuss the major U.S. values and explain value clusters, value contradictions, values clashes and ideal versus real culture (6.2.12.A.3.d)
- Explain how technology changes culture and define cultural lag and cultural leveling (6.2.12.C.6.d)
- Use the ideas and research of Cooley (looking glass self), Mead (role taking), and Piaget (reasoning) to explain socialization into the self and mind (6.2.12.C.3.d)
- Explain how the development of personality and morality and socialization into emotions are part of how “society makes us human” (6.2.12.C.3.d)
- Discuss how gender messages from the family, peers, and the mass media teach us society’s gender map
- Explain why the family, the neighborhood, religion, day care, school, peer groups and the workplace are agents of socialization (6.2.12.D.3.b)
Common Core Standards:
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (CCSS.ELA-Literacy.RH.11-12.2)
- Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (CCSS.ELA-Literacy.RH.11-12.4)
- Draw evidence from informational texts to support analysis, reflection, and research. (CCSS.ELA-Literacy.WHST.11-12.9)
- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.ELA Literacy.WHST.11-12.10)

Interdisciplinary Standards (njcccs.org)
- Standard 9.1 – 21st Century Life & Career Skills Standard
- Standard 9.3 – Career Awareness, Exploration, and Preparation
- Standard 8.1 – Computer and Information Literacy
- Standard 8.2 – Technology Education
- Standard 6.3 – Active Citizenship in the 21st Century

Activities – include 21st Century Technologies/Research:
- Reading chapters/note taking
- PowerPoint based notes
- Create a comparative list of sociological thinkers
- Create Venn diagram of sociological perspectives
- Primary Source Analysis “The Division of Labor” by Emile Durkheim to understand how division of labor is essential for the functioning of society
- Class debate: Do you think sociologists should try to reform society or to study it dispassionately?
- Research customs regarding the dead from another culture and compare it to your culture’s customs
- Research subcultures and/or countercultures and create a presentation identifying their values and norms
- Create a list of core values in U.S society
- Examine various agents of socialization and assess effectiveness of each.
- Critically view Ted Talk “The boost students need to overcome obstacles” by Anindya Kundu to identify agents of socialization
- Critical viewing of films on aspects of culture
- Debrief discussion of films on aspects of culture
- Personal reflection: What two agents of socialization have influenced you the most? Be sure to analyze their impact on specific attitudes, beliefs, values, or other orientations of your life.
Enrichment Activities:

● Research the work of a current sociologist and identify which of the founding sociological thinkers influenced them the most and why

Methods of Assessments/Evaluation:

● Chapter tests and quizzes
● Homework
● Classwork
● Open Ended Questions
● Revisit Essential Questions
● Assessment of discussions/debates participation

Resources/Including Online Resources

● Online Textbook Information: pearson.com
● Sociology A down to Earth Approach 13th edition
● Primary sources
● Ted Talk
Approximate # Of Weeks: 5 weeks

Essential Questions:
1. How is society organized?
2. What is ethical research?
3. How do groups function as units of society?
4. How does crime affect society?

Upon completion of this unit students will be able to:
- Explain the significance of social structure (6.2.12.C.3.d)
- Identify the major components of social structure (6.2.12.D.3.b)
- Explain the significance of social institutions and compare the functionalist and conflict perspectives on social institutions (6.2.12.C.6.b)
- State what topics are valid for sociologists to study
- Identify the eight steps of the research model
- Summarize the main elements of the seven research methods
- Discuss the main characteristics of primary groups, secondary groups, in-groups and out groups, reference groups and social networks
- Describe the effects of group size on stability, attitudes, behavior, and the implications of groupthink
- Summarize the relativity of deviance, the need for norms, and types of sanctions (6.2.12.C.6.b)
- Contrast sociological, psychological and sociological explanations of deviance (6.2.12.C.6.b)

Common Core Standards:
- Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. (CCSS.ELA-Literacy.RH.11-12.3)
- Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. (CCSS.ELA-Literacy.RH.11-12.5)
By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (CCSS.ELA-Literacy.RH.11-12.10)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (CCSS.ELA-Literacy.WHST.11-12.2)

CCSS.ELA-Literacy.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

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

Interdisciplinary Standards (njcccs.org)

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- Standard 9.3 – Career Awareness, Exploration, and Preparation
- Standard 8.1 – Computer and Information Literacy
- Standard 8.2 – Technology Education
- Standard 6.3 – Active Citizenship in the 21st Century

Activities – include 21st Century Technologies/Research:

- Reading chapters/note taking
- PowerPoint based notes
- Group discussion: Create a list of social institutions in industrial and post industrial societies
Personal reflection writing prompt: How has social structure affected your own life?

Group project: Choose a song that is an example of social stratification or create your own song

Creating sample surveys
Implementing surveys
Compiling data from surveys
Practice data reporting
Debate ethical practices in sociology
Critically view Gangland: Prison Gangs episode
Group discussion of Gangland: Prison Gangs episode
Group discussion of census crime statistics
Research statistics for Crime and Deviance Webquest
Critically view “Killing Fields of America” documentary
Writing a research paper on a specific gang from a specific sociological perspective
Critically view “The Ref”

Enrichment Activities:

Develop, create, and implement a survey on a specific sociological topic.

Methods of Assessments/Evaluation:

Chapter tests and quizzes
Classwork
Homework
Crime and Deviance Webquest
Assessment of song project
Written film/documentary reflections
Gang Research paper

Resources/Including Online Resources

Online Textbook Information: pearson.com
Sociology A down to Earth Approach 13th edition
“Gangland: Prison Gangs” DVD
“Killing Fields in America” DVD
“The Ref” DVD
www.census.gov
Sociology

Unit 3: Social Inequality

Chapter 9: Global Stratification
Chapter 10: Social Class in the United States
Chapter 11: Sex and Gender
Chapter 12: Race and Ethnicity

Approximate # Of Weeks: 7 weeks

Essential Questions:
1. What is equality?
2. To what extent are societies unequal?
3. How is gender discrimination reflected in the legal economic systems?
4. What challenges do minority groups face?
5. What are the causes and effects of racial and ethnic discrimination in society?

Upon completion of this unit students will be able to:
- Contrast the views of Marx and Weber on what determines social class (6.2.12.A.3.d)
- Contrast the functional and conflict views of why social stratification is universal (6.2.12.D.3.b)
- Compare the three worlds of global stratification (6.2.12.C.6.b)
- Discuss how colonialism and world system theory explain how the world’s nations became stratified (6.2.12.C.5.d)
- Explain how neocolonialism, multinational corporations, and technology help maintain global stratification (6.2.12.D.6.a)
- Explain the three components of social class: property, power, and prestige (6.2.12.C.3.d)
- Contrast Marx and Weber’s models of social class (6.2.12.C.3.d)
- Summarize the consequences of social class for physical and mental health, family life, education, religion, politics, and the criminal justice system (6.2.12.D.3.b)
- Explain the problems in drawing the poverty line and how poverty is related to geography, race-ethnicity, education, feminization and age (6.2.12.D.3.b)
- Discuss the origin of gender discrimination (6.2.12.D.5.d)
- Review the rise of feminism and summarize gender inequality in everyday life, healthcare and education (6.2.12.D.5.d)
● Explain reasons for the pay gap, discuss the glass ceiling and sexual harassment (6.2.12.D.5.d)
● Compare race and ethnicity and minority and dominant groups (6.2.12.A.5.e)
● Contrast prejudice and discrimination and individual and institutional discrimination (6.2.12.A.5.e)
● Contrast psychological and sociological theories of prejudice (6.2.12.A.5.e)
● Explain genocide, population transfer, internal colonialism, segregation, assimilation and multiculturalism (6.2.12.A.5.d)
● Discuss immigration, affirmative action, and a multicultural society (6.2.12.B.5.c)

Common Core Standards:
● CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
● CCSS.ELA-Literacy.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
● CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
● CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
● .CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
● CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
● CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on discipline specific content.
● CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures, experiments, or technical processes.
● CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Interdisciplinary Standards (njcccs.org)

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Activities – include 21st Century Technologies/Research:

- Reading chapters/note taking
- PowerPoint based notes
- Analyze Andrew Carnegie’s “Gospel of Wealth” and discuss reasons for poverty
- Personal reflection writing prompt: How has your social class shaped your worldview and life chances?
- Human Rights Case Studies: analyze primary source documents to explore in greater depth the controversies and fundamental questions about violations human rights
- Analyze primary sources such as protest songs by the Choir Project from Cairo, Egypt during the Arab Spring, paintings inspired by the Black Lives Matter movement, murals in Montreal for indigenous culture and justice, and artwork of women opposed to Pinochet's military dictatorship in Chile to consider the role of social movements in promoting human rights
- Critically view Ted Talk by Richard Wilkinson “How economic inequality harms society” to examine data on the effects economic inequality of health, life span and trust
- Class debate: Is the American Dream still attainable today?
- Create a poster illustrating “The Newest American” to show current trends in immigration.
- Research and analyze U.S. immigration statistics for the years 1821-2000 and draw conclusions about the events and policies that have shaped trends in immigration.
- Analyze a selection of first person immigrant accounts, comparing the motivations and challenges involved in the process of immigration.
- Group Debate on gender inequalities
- Critically view “Angry Eye”
- Critically view Ted Talk by Kimberle Crenshaw “The urgency of intersectionality” to understand the effects when race and gender bias intertwine
Enrichment Activities:

- Conduct a case study on gender, race, or social class inequality and present findings.

Methods of Assessments/Evaluation:

- Chapter tests and quizzes
- Classwork
- Homework
- Open ended questions
- Revist essential questions
- Assessment of Immigration project
- Assessment of discussion/debate participation
- Written film/documentary reflections

Resources/Including Online Resources

- Online Textbook Information: pearson.com
- Sociology A down to Earth Approach 13th edition
- Primary Sources
- Ted Talk
- “Angry Eye” DVD
- Brown University Choice Program “Immigration and the U.S. Policy Debate
- www.census.gov