

**PASSAIC COUNTY TECHNICAL
INSTITUTE**

Sociology

Course Number: 0083

Credits: 5

2018

I. Course Description:

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. All areas of social life will be examined including work, community, religion, schools, family, gender, race, class, stratification/inequality, and crime/deviance. Both the theories and methods of sociology will be reviewed. Primary concerns of the course will include the ways in which our behavior is influenced by groups; the nature and functions of the social institutions which we have created; and the relationship that exists between the individual and society. The structure and functions of families in contemporary America and in other settings. Selecting partners, rearing children; old people, nuclear families, extended families, alternative forms, one-parent families, and childless families.

II. Curriculum Unit Planner:

PASSAIC COUNTY TECHNICAL INSTITUTE
45 Reinhardt Road
Wayne, NJ
PCTI Curriculum Unit Planner

Content Area:	Sociology	Grade(s)	11-12
Unit 1 Title:	Introduction and Basic Principles of Sociology		
NJSLS Standards Addressed in this unit			
New Jersey Student Learning Standards for Social Studies			
<ul style="list-style-type: none">● 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions and reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.● 6.3 Active citizenship, all students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.			
ASA National Standards			
Domain 1			
<ul style="list-style-type: none">● 1.1 Students will identify sociology as a scientific of inquiry● 1.2 Students will compare and contrast the sociological perspective and how it differs from other social sciences● 1.3 Students will evaluate the strengths and weaknesses of the major methods of sociological research● 1.4 Students will identify, differentiate among, and apply a variety of sociological theories			
Essential Questions			
What is Sociology?			
How do sociologists think?			
How relevant is Sociology in understanding human interaction?			
How does the existence of human heritage depend on the interrelationship of culture and society?			
How do values, norms and sanctions promote social control in society?			
How do the core values of a society shape its' culture; and impact the world perception of that culture?			

How does sociological research help us understand society?
What are the uses of sociological perspectives?
How is Sociology distinguished from other social sciences?
What are some of the contributions of the major pioneers of Sociology?
How would you describe the development of sociology in the U.S?
What are the three major theoretical perspectives in Sociology?

Anchor Text

- Mindtap: Sociology in Our Times: Diana Kendall 11th Edition, 2019 ISBN 9781337569187
- A Down to Earth Approach to Sociology: James M Henslin 12th edition, 2014 Pearson ISBN 0205991645

Short and Informational Texts

- The Sociology of Herbert Spencer - <http://www.suz.uzh.ch/dam/jcr:00000000-36d7-41d4-ffff-ffff9b49d30e/Turner.pdf>
- The Poverty of Philosophy- <https://www.marxists.org/archive/marx/works/download/pdf/Poverty-Philosophy.pdf>
- Biography of Harriet Martineau "Society in America"
- The Positive Philosophy of Auguste Comte - <https://socialsciences.mcmaster.ca/~econ/ugcm/3ll3/comte/Philosophy1.pdf>
- Emile Durkheim "The Division of Labor in Society"
- Max Weber "The Protestant Ethic and the Spirit of Capitalism"
- Jane Addams "Hull House Maps and Papers."
- W.E.B. DuBois "The Souls of Black Folk."
- World Map 2018
- U.S. Census Demographics from last census: statistics that will help understand various demographics and the choices they make.
- Robin M. Williams "American Society: A Sociological Interpretation."
- Margaret Mead Arapesh and Mundugumor Comparison
- The Art of Body Painting - <http://guity-novin.blogspot.com/2012/01/chapter-51-art-of-of-body-painting.html>

Formative and Summative Assessments

- Formative:
 - Creative assignments
 - Descriptive, persuasive, and expository writing
 - Homework and class work assignments
 - Reports and presentations
 - Research methodology
 - Unit tests / quizzes
 - Various speaking and listening assessments

- Do-Now's, projects
- Summative:
 - Multiple-choice exams
- Quizzes of varying lengths, both announced and unannounced
- Essays
- Collections of writings, such as journals
- Homework and projects
- Reports and presentations
- Short-answer or problem-solving activities and tests
- Performance-based ("authentic")
- Oral presentations
- Journal writing
- Role playing activities
- Oral and written reports
- Multimedia presentations (PowerPoints)

Suggested Writing Assessments

- Introduction to Sociology and Culture Writing Activity <http://teachinghighschoolsociology.blogspot.com/2012/03/perspectives-one-activity.html>
- Cultural Variations Activity
- Values Journal and Activity
- Complete a graphic organizer using internet databases: comparing qualitative to quantitative approaches and also the sociological approach to that of the other disciplines
- Prepare notes for a class discussion: "why a social scientist should be bound by ethical guidelines?"

Resources (websites, Canvas, documents, etc.)

- "Examining Social Life" video
- "Culture of Honesty, A Bridge Across Cultures, American Values" Videos
- Bullet Ants Rite of Passage <http://youtu.be/ZGIZ-zUvotM>
- Suffering A 1,000 Slashes <http://youtu.be/ldBk4Jo6daM>
- Understanding Cultural Diversity <https://www.youtube.com/watch?v=XUO59Emi3eo>
- Tribal Men Jump 80 Feet onto the Ground <http://youtu.be/NeaqnfBWRtc>
- Kombai Tree Houses <http://youtu.be/xCZ9JuIYab0>
- Lip Plate video <https://www.youtube.com/watch?v=nIuDeoOERe0&feature=related>

- Neck Stretching <https://www.youtube.com/watch?v=uwIvLSXfQrU>
- Cultural Differences: coming to America for the first time - <http://youtu.be/BT0kzF4A-WQ>
- Introduction to Cultural Awareness https://www.youtube.com/watch?v=PSt_op3fQck&list=PL-BnrTdQ15sb-KxC21iD-2U9tarBaxYdK
- Journeys Into Unknown Cultures: The Nacirema <https://www.youtube.com/watch?v=5DMX51NmHR4>

Suggested Time Frame:

2-3 weeks

PCTI Curriculum Unit Planner

Content Area:	Sociology	Grade(s)	11-12
Unit 2 Title:	Culture, Social Structure, and Discrimination		
NJSLS Standards Addressed in this unit			
<ul style="list-style-type: none"> ● 6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war ● 6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups ● 6.1.12.D.14.b Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence ● 6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences and individuals with disabilities have met their goals of equality in the workplace, politics and society. 			
<p>ASA National Standards Doman 2</p> <ul style="list-style-type: none"> ● 2.1 Students will describe the components of culture ● 2.2 Students will analyze how culture influences individuals ● 2.3 Students will evaluate important social institutions and how they respond to social needs ● 2.4 Students will assess how social institutions and cultures change and evolve 			
Essential Questions			
<ul style="list-style-type: none"> ● What defines culture? 			

- What norms and values are central to our culture?
- How does culture and heredity affect social behavior?
- How are language and culture related?
- What are the essential components of culture?
- How is cultural diversity promoted within a society?
- What is the role of ethnocentrism in society?
- What are some similarities in cultures around the world?
- What do sociologists mean by the terms minority, race, and ethnicity?
- What are the patterns of racial and ethnic relations?
- What is the difference between prejudice and discrimination?
- How do “functionalists’ conflict theorists” and “symbolic interactionists” view racial inequalities?
- What are the conditions of American minorities compared with that of the white majority?
- What factors reside at the heart of racial and ethnic relations?
- What makes someone prejudice?
- Can prejudice be overcome?

Anchor Text

- Mindtap: Sociology in Our Times: Diana Kendall 11th Edition, 2019 ISBN 9781337569187
- A Down to Earth Approach to Sociology: James M Henslin 12th edition, 2014 Pearson ISBN 0205991645

Short and Informational Texts

Video: “The Amish: Children of God”

PowerPoints

The New Juan Crow: Who Benefits from Immigration Detention? <http://sociologyinfocus.com/2016/04/the-new-juan-crow-who-benefits-from-immigration-detention/>

“Body Ritual Among the Nacirema” Horace Mitchell 1956 http://en.wikisource.org/wiki/Body_Ritual_among_the_Nacirema

Race and Casting Superhero Movies; <http://sociologyinfocus.com/2017/05/race-and-casting-super-hero-movies/>

It’s Those Rural Voters: <http://sociologyinfocus.com/2016/11/its-those-rural-voters/>

Beauty, Biology, and Discrimination <https://othersociologist.com/2011/11/06/beauty/>

“I Can’t Walk In These Shoes”: How Culture Manifests in the Material World”- <http://sociologyinfocus.com/2016/09/i-cant-walk-in-these-shoes-how-culture-manifests-in-the-material-world/>

Formative and Summative Texts

· Formative:

- Creative assignments
- Descriptive, persuasive, and expository writing
- Homework and class work assignments
- Reports and presentations
- Research methodology
- Unit tests / quizzes
- Various speaking and listening assessments
- Do-Now's, projects

Summative:

- Multiple-choice exams
- Quizzes of varying lengths, both announced and unannounced
- Essays
- Collections of writings, such as journals
- Homework and projects
- Reports and presentations
- Short-answer or problem-solving activities and tests
- Performance-based ("authentic")
- Oral presentations
- Journal writing
- Role playing activities
- Oral and written reports
- Multimedia presentations (PowerPoints)

Suggested Writing Assessments

- Quizzes, Essay, and Tests
- Break a Social Norm Experiment: Did you experience sanctions? Were there subtle punishments for breaking social norms? How does conforming to and violating social norms fit into the lifelong process of socialization?
- Write an expository essay discussing the relationship between language and the transmission of culture.

Resources (websites, Canvas, documents, etc.)	
<ul style="list-style-type: none"> ● “Video: The Amish; Children of God” ● PowerPoint presentations ● Bafa Bafa: http://www.asanet.org/sites/default/files/savvy/introsociology/LessonPlans/BAFABAFALesson%20Plan.htm 	
Suggested Time Frame:	3-4 weeks

PCTI Curriculum Unit Planner

Content Area:	Sociology	Grade(s)	11-12
Unit 3 Title:	Socialization and Deviance		
NJSLS Standards Addressed in this unit			
<ul style="list-style-type: none"> ● 6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship ● 6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society ● 6.1.12.B.1.a Relate regional geographic variations (e.g. climate, soil conditions, and other natural resources) to economic development in the New World ● 6.1.12. A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies. 			
<p>ASA National Standards Doman 3</p> <ul style="list-style-type: none"> ● Students will describe the process of socialization across the life course ● Students will explain the process of the social construction of the self ● Students will examine the social construction of groups and their impact on the life chances of individuals 			
Essential Questions			
<p>What moves an individual to think and act as they do? What are the common terms in socialization? What is the role socialization plays in human development? What are the key concepts of socialization from a symbolic interactionist perspective?</p>			

What is the role of family, school, peer group, and media in socializing young?

What are the processes for socialization in adulthood?

What is meant by deviance?

What is social control and identify the major types of social control?

What are the positive and negative consequences of deviance?

What are the major functional theories of deviance; and how do they differ?

What is the conflict theory view of deviance?

What are four approaches to crime control?

Anchor Text

- Mindtap: Sociology in Our Times: Diana Kendall 11th Edition, 2019 ISBN 9781337569187
- A Down to Earth Approach to Sociology: James M Henslin 12th edition, 2014 Pearson ISBN 0205991645

Short and Informational Texts

- Identical Twins <http://alfre.dk/identical-identical-twins/>
- The Functions of Social Bonds https://engagedscholarship.csuohio.edu/clsoc_crim_facpub/25/
- As Marijuana Becomes Legal, The Legacy of Structural Racism Still Haunts Many
- How To Be Human: Lessons in Socialization from Elf: <http://sociologyinfocus.com/2017/12/how-to-be-human-lessons-in-socialization-from-elf/>
- Monuments, Symbols, Words, and Meaning Making: <http://sociologyinfocus.com/2017/08/monuments-symbols-words-and-meaning-making/>
- The Name Game Ex-Offenders and Labeling Theory: <http://sociologyinfocus.com/2016/05/the-name-game-ex-offenders-and-labeling-theory/>
- Crime, Morality, and El Chapo <http://sociologyinfocus.com/2017/05/crime-morality-and-el-chapo/>

Formative and Summative Assessments

- Formative:
 - Creative assignments
 - Descriptive, persuasive, and expository writing
 - Homework and class work assignments
 - Reports and presentations
 - Research methodology
 - Unit tests / quizzes
 - Various speaking and listening assessments
 - Do-Now's, projects

Summative:

Multiple-choice exams

- Quizzes of varying lengths, both announced and unannounced
- Essays
- Collections of writings, such as journals
- Homework and projects
- Reports and presentations
- Short-answer or problem-solving activities and tests
- Performance-based ("authentic")
- Oral presentations
- Journal writing
- Role playing activities
- Oral and written reports
- Multimedia presentations (PowerPoints)

Suggested Writing Assessments

- Quizzes, Essays, and Tests
- Internet Discussions with students from other countries: How is life different?
- Reading/Writing: What constitutes deviance? Does view of deviance change over time?

Resources (websites, Canvas, documents, etc.)

- Role Play activity: what is acceptable dress in our high school? What explains the difference?
- Class survey - your family's values v. your own. What are the similarities? What are the differences?
- Class discussion: how does advertising alter the way we think?
- Internet discussions with students from other countries- How is life different there?
- Class reading - what constitutes deviance?
- Class discussion: does the view of deviance change over time?
- Secrets of a Wild Child

<http://www.asanet.org/sites/default/files/savvy/introsociology/StudentResources/Film%20Resources/filmNovaSecretWildChild36.html>

Suggested Time Frame:

2-3 weeks

Content Area:	Sociology	Grade(s)	11-12
Unit 4 Title:	Education/Social Political and Economic Institutions		
NJSLS Standards Addressed in this unit			
<ul style="list-style-type: none"> ● 6.3.12.A.1 Evaluate what makes a good rule or law ● 6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide ● 6.1.12.A.14.a Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times <p>ASA National Standards Domain 2</p> <ul style="list-style-type: none"> ● 2.1 Students will describe the components of culture ● 2.2 Students will analyze how culture influences individuals ● 2.3 Students will evaluate important social institutions and how they respond to social needs ● 2.4 Students will assess how social institutions and cultures change and evolve 			
Essential Questions			
<ul style="list-style-type: none"> ● How do students distinguish between power, authority and coercion? ● How does social class influence education, social, political and economic institution? (this concept will be reinforced throughout all subsequent units) ● How does Weber describe the sources of authority? ● What are the differences and similarities among monarchies, oligarchies, and dictatorships? ● What factors lead to groups being more or less likely to vote in elections? ● What influence do lobbyists and special interest groups have on the political process? ● What are the functionalist and conflict perspectives on the U.S. political process and educational process? ● What are the seven fuels for war; and how do they relate to an understanding of the nature of terrorism? ● How has the economic systems transformed through each historical stage? ● What are the essential features of capitalism and socialism? ● What are the definitions of corporate capitalism, corporations, and multinational corporations and their roles in the global economy? ● How can one analyze the development of modern education and understand the links between democracy, industrialization and universal education. ● How do the education systems of other industrialized countries compare to the U.S.? ● What are major problems that exist in the U.S. educational system and evaluate possible solutions? ● Why are schools sometimes described as bureaucracies? ● What is the basic function of education? 			

- What is meant by the merit-based nature of public education?
- What are the ways in which schools socialize students?
- How does the bureaucratic nature of schools shape us in both known and unknown ways?
- What are some of the benefits and drawbacks a centralized educational system has on the development of the individual?
- How has the goal and nature of the public education system in the United States changed over time in response to cultural and ideological shifts, as well as advancements in technology?
- How do the three major sociological perspective view of the role of education in societies?

Anchor Text

- Mindtap: Sociology in Our Times: Diana Kendall 11th Edition, 2019 ISBN 9781337569187
- A Down to Earth Approach to Sociology: James M Henslin 12th edition, 2014 Pearson ISBN 0205991645

Short and Informational Texts

- The Sociology of Education <https://www.thoughtco.com/sociology-of-education-3026280>
- Conflict Theory on Education <https://courses.lumenlearning.com/alamo-sociology/chapter/reading-conflict-theory-on-education/>
- Going Back to School? What For? <http://sociologyinfocus.com/2016/10/going-back-to-school-what-for/>
- Racial Educational Inequality the Importance of Affirmative Action /<http://sociologyinfocus.com/2016/06/racial-educational-inequality-the-importance-of-affirmative-action/>
- What Can a 16 Year Old Teach Us About Education Today: <http://sociologyinfocus.com/2013/11/what-can-a-16-year-old-teach-us-about-education-today/>
- Eviction and the American Dream; <http://sociologyinfocus.com/2017/05/eviction-and-the-american-dream/>
- As Marijuana Becomes Legal the Legacy on Structural Racism Still Haunts Many: <http://sociologyinfocus.com/2017/02/as-marijuana-becomes-legal-the-legacy-of-structural-racism-still-haunts-many/>

Formative and Summative Assessments

- Formative:
 - Creative assignments
 - Descriptive, persuasive, and expository writing
 - Homework and class work assignments
 - Reports and presentations

- Research methodology
- Unit tests / quizzes
- Various speaking and listening assessments
- Do-Now's, projects
- Summative:
 - Multiple-choice exams
- Quizzes of varying lengths, both announced and unannounced
- Essays
- Collections of writings, such as journals
- Homework and projects
- Reports and presentations
- Short-answer or problem-solving activities and tests
- Performance-based ("authentic")
- Oral presentations
- Journal writing
- Role playing activities
- Oral and written reports
- Multimedia presentations (PowerPoints)

Suggested Writing Assessments

- Quizzes, Essays and Tests
- Produce clear and coherent writing, by writing a descriptive essay on how schools act as agents of socialization
- Integrate and evaluate multiple sources of information by examining the history of public education
- Take a position on a current public policy debate over charter versus private schools with sociological and historical evidence
- Simulate Special Interest Groups' role in Lawmaking
- Read: <https://business.linkedin.com/talent-solutions/blog/2015/07/colleges-arent-preparing-students-for-the-workforce-what-this-means-for-recruiters>
- What are the problems with college education according to the author? What changes would you implement in colleges to better prepare students for occupations?

Resources (websites, Canvas, documents, etc.)

- Quizzes, Essays and Tests
- Class discussions

- Primary/Secondary Documents
- Current events: maps

Suggested Time Frame:

2-3 weeks

PCTI Curriculum Unit Planner

Content Area:	Sociology	Grade(s)	11-12
Unit 5 Title:	Sports/Social Institutions		
NJSLS Standards Addressed in this unit			
<ul style="list-style-type: none"> ● 6.3.12.A.1 Evaluate what makes a good rule or law <p>ASA National Standards Doman 2</p> <ul style="list-style-type: none"> ● 2.1 Students will describe the components of culture ● 2.2 Students will analyze how culture influences individuals ● 2.3 Students will evaluate important social institutions and how they respond to social needs ● 2.4 Students will assess how social institutions and cultures change and evolve 			
Essential Questions			
<ul style="list-style-type: none"> ● Analyze sports using the three major perspectives. ● Justify sport as an American institution. ● Compare and contrast sport in America from a functionalist, conflict, and symbolic interactionist perspective. ● Understand the relationship between American sport and social mobility. ● Cite evidence of sexism and racism in American sport. ● Discuss what constitutes a “sport”. ● Describe the historical contexts which created and shaped the growth of sport ● Understand the political and economic forces shape sporting experiences ● Understand the social and cultural dimensions of sport ● Understand the relationship between sports and related social institutions (e.g., economy, religion, science, etc.) ● Understand the relationship between social institutions and ideology in sports ● How are the media involved in sport and in the portrayal of social issues through and in sport? 			

- How has sport shaped our society?

Anchor Text

- Mindtap: Sociology in Our Times: Diana Kendall 11th Edition, 2019 ISBN 9781337569187
- A Down to Earth Approach to Sociology: James M Henslin 12th edition, 2014 Pearson ISBN 0205991645

Short and Informational Texts

- What Sports Mean in America:
http://www.truesport.org/library/documents/about/what_sport_means_in_america/what_sport_means_in_america.pdf
- Why Sports Needs Sociology and Why Sociology Needs Sports
https://www.westernsydney.edu.au/ics/news_and_media/blog/why_sport_needs_sociology_and_why_sociology_needs_sport
- Gender Discrimination in Sports <https://women-s.net/gender-discrimination-in-sports/>
- A Look at the Problems in Sports Today <https://bleacherreport.com/articles/24168-a-look-at-the-problems-in-sports-today>
- Sports and Socialization <http://sociology.iresearchnet.com/sociology-of-sport/sports-and-socialization/>
- Looking at Sports and Race in America <https://www.newyorker.com/sections/video/looking-at-sports-and-race-in-america>
- Glamping the Gendering Outdoor Recreation: <http://sociologyinfocus.com/2016/03/glamping-the-gendering-outdoor-recreation/>

Formative and Summative Assessments

- Formative:
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 - Reports and presentations
 - Short-answer or problem-solving activities and tests

- Performance-based ("authentic")
- Oral presentations
- Journal writing
- Role playing activities
- Oral and written reports
- Multimedia presentations (PowerPoints)

Suggested Writing Assessments

- Title IX Debate (<http://classes.colgate.edu/s08/education/jferris/Documents/Women%20in%20Sports%20Lesson.pdf>)
- But Is It a Sport? Student made survey and analysis of what their classmates consider a sport.
- In 1995, Nelson Mandela united a racially divided South Africa through the power of rugby. He said, “Sport has the power to change the world. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair.” What do you think about this statement? How can sports create hope? In what way did Mandela’s philosophy create hope?

Resources (websites, Canvas, documents, etc.)

- Quizzes, essays and tests
- Class discussions
- Primary/Secondary documents
- Analyze a complex primary source by reading excerpts from Field of Schemes
- Construct visual representations delineating the parameters of the major theoretical perspectives
- Analyze how change occurs through success in sports by using having students research and report on examples of sports figures which have successfully navigated from sports to the larger society

Suggested Time Frame:

2-3 weeks

PCTI Curriculum Unit Planner

Content Area:	Sociology	Grade(s)	11-12
Unit 6 Title:	Social Inequality		

NJSLS Standards Addressed in this unit

- 6.1.12A.13.b Analyze the effectiveness of national legislation, policies and Supreme Court decisions in promoting civil liberties and equal opportunities.
- 6.1.12. A.16.a Examine the impact of media and technology on political and social issues in a global society.
- 6.1.12. B.14a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
- 6.1.12.B.14d Analyze the use of eminent domain in NJ and the US from a variety of perspectives
- 6.3.12.A.1 Evaluate what makes a good rule or law

ASA National Standards

Doman 3

- Students will describe the process of socialization across the life course
- Students will explain the process of the social construction of the self
- Students will examine the social construction of groups and their impact on the life of chances of individuals

Doman 4

- Students will identify common patterns of social inequality
- Students will analyze the effects of social inequality on groups and individuals
- Students will explain the relationship between social institutions and inequality
- Students will assess responses to social inequality

Essential Questions

- How has the American social stratification system impacted the successes and failures of the individual and family?
- How does the increased understanding of parental responsibilities today ensure greater success in American families?
- How does the family combat inequality within the social system?
- How have demographic patterns changed the image of America and New Jersey?
- How have recent social inequality issues directly affected changes in public policy?
- Are the culturally pluralistic views of today changing the melting pot image of America?
- How do the various theories on deviance justify the individual's response to social inequality?
- How have the current trends in deviance been a direct result of public policies?

Anchor Text

- Socio Mindtap: Sociology in Our Times: Diana Kendall 11th Edition, 2019 ISBN 9781337569187
- A Down to Earth Approach to Sociology: James M Henslin 12th edition, 2014 Pearson ISBN 0205991645

Short and Informational Texts

- The Sociology of Social Inequality <https://www.thoughtco.com/sociology-of-social-inequality-3026287>
- Caste System <http://www.sociologyguide.com/social-stratification/caste-system.php>
- Status Prestige <https://rampages.us/ayresa/category/status-prestige/>
- Weber's Theory of Social Class <http://www.brooklyn soc.org/courses/43.1/weber.html>
- Policy Implementation in Social Welfare: A Framework for Analysis
<https://scholarworks.wmich.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=2262&context=jssw>
- Captain America: Symbol of White Privilege? <http://sociologyinfocus.com/2017/02/captain-america-symbol-of-white-privilege/>
- Demographic Maps Population Reference Bureau and Census Bureau
- Lombroso's Theory of Crime <https://scholarlycommons.law.northwestern.edu/cgi/viewcontent.cgi?article=1128&context=jclc>
- Durkheim's Theory on Image of Success
- Merton's Theory Strain of Deviance <https://revisesociology.com/2016/04/16/mertons-strain-theory-deviance/>
- Racial Educational Inequality & The Importance of Affirmative Action <http://sociologyinfocus.com/2016/06/racial-educational-inequality-the-importance-of-affirmative-action/>
- The Real Cost of Living in NJ <http://www.lsnj.org/PDFs/RCL2013.pdf>
- "20 Quotes Praising Cultural Diversity"
<https://www.ufic.ufl.edu/Documents/20%20Quotes%20Praising%20Cultural%20Diversity.pdf>
- "Melting Pot America" <http://news.bbc.co.uk/2/hi/americas/4931534.stm>
- National Geographic - What America Will Look like in 2050 and It's Beautiful - <http://mic.com/articles/87359/national-geographic-concludes-what-americans-will-look-like-in-2050-and-it-s-beautiful>
- Salaries in US Articles <http://parade.condenast.com/210590/parade/what-people-earn-2013/> and <http://www.salary.com/> and <http://www.shrm.org/hrdisciplines/compensation/articles/pages/2014-salary-increases-flat.aspx>

Formative and Summative Assessments

- Formative:
 - Creative assignments
 - Descriptive, persuasive, and expository writing
 - Homework and class work assignments
 - Reports and presentations
 - Research methodology
 - Unit tests / quizzes
 - Various speaking and listening assessments
 - Do-Now's, projects
- Summative:
 - Multiple-choice exams

- Quizzes of varying lengths, both announced and unannounced
- Essays
- Collections of writings, such as journals
- Homework and projects
- Reports and presentations
- Short-answer or problem-solving activities and tests
- Performance-based ("authentic")
- Oral presentations
- Journal writing
- Role playing activities
- Oral and written reports
- Multimedia presentations (PowerPoints)

Suggested Writing Assessments

- Life Happens Project
- First Paycheck Writing Assignment
- Budget Analysis
- Personal Social Class Background Inventory Analysis
- Deviance in the Media
- Stereotypes in the Media

Resources (websites, Canvas, documents, etc.)

- Cultural Diversity Using Stereotypes- <https://www.youtube.com/watch?v=XUO59Emi3eo>
- "Rich Kids, Poverty in America" videos
- The One Percent Video <http://youtu.be/HmlX3fLQrEc>
- "A Multiracial Identity, Struggling with Prejudice" Videos
- "Public Rudeness, Public Shaming, Illegal Street Racing, Identity Theft" videos

Suggested Time Frame:

2-4 weeks

Content Area:	Sociology	Grade(s)	11-12
Unit 7 Title:	The Family: Marriage: The Start of Social Institutions		
NJSLS Standards Addressed in this unit			
<ul style="list-style-type: none"> ● 6.1.12.D.13f Relate the changing role of women in the labor force to changes in the family structure ● 6.1.12.D.14e Evaluate the role of religion on cultural and social mores, public opinion and political decisions ● 6.1.12.D.14.f Determine the influence of multicultural beliefs, products and practices in shaping contemporary American culture ● 6.1.12.D.16a Examine the impact of media and technology on political and social issues in a global society ● 6.1.12.A.16.C Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries <p>ASA National Standards</p> <p>Doman 2</p> <ul style="list-style-type: none"> ● Students will describe the components of culture as it relates to family ● Students will analyze how culture influences individuals, including themselves in terms of family ● Students will evaluate important social institutions and how they respond to social needs ● Students will assess how social institutions and cultures change and evolve <p>Doman 3</p> <ul style="list-style-type: none"> ● Students will describe the process of socialization across the life course ● Students will explain the process of the social construction of the self ● Students will examine the social construction of groups and their impact on the life of chances of individuals 			
Essential Questions			
<ul style="list-style-type: none"> ● How does the introduction of the foundational role of the family impact the nature versus nurture debate? ● In what ways do similar family environments produce similar people? ● What are some of the societal reasons, other than the feeling of love, that cause people to get married? ● How does marriage differ across cultural barriers? ● How has the evolution of culture impacted the perceptions and customs of marriage? ● How has the structure of the family adjusted to recent cultural trends? ● How does the quote "Lose yourself to find yourself" explain the challenges individuals face when they consider marriage and family? ● How has the advancements in technology impacted marriage and family? ● How do the demands of the changing communication patterns and skills directly affect the quality of marriage and family life? 			

- How are marriage and family customs similar and different worldwide?
- What are the types of family structure and norms for marriage arrangement?
- What are the three major perspectives' views of family?
- What is the extent and cause of divorce in America?
- What would you describe as an overview of family violence in the United States?
- What are the expectations of the future of the family in the United States?
- What are the current trends in domestic violence with relation to the characteristics of places and regions using global and domestic maps?
- How would you defend a position on the current debate over marriage versus civil unions?

Anchor Text

- Mindtap: Sociology in Our Times: Diana Kendall 11th Edition, 2019 ISBN 9781337569187
- A Down to Earth Approach to Sociology: James M Henslin 12th edition, 2014 Pearson ISBN 0205991645

Short and Informational Texts

- Margaret Mead Gender Studies
- History and Theory of Feminism http://www.gender.cawater-info.net/knowledge_base/rubricator/feminism_e.htm
- Understanding the Gender Pay Gap and How It Affects Women <https://www.thoughtco.com/pay-inequality-based-on-gender-3026092>
- History of the Family Systems Theory <https://www.ukessays.com/essays/sociology/the-history-of-the-family-systems-theory-sociology-essay.php>
- Schemas of Marital Change: From Arranged Marriages to Eloping for Love <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4852488/>
- Marriage and Divorce <http://www.apa.org/topics/divorce/>
- Customs Articles:
<http://wedding.theknot.com/wedding-planning/wedding-customs/articles/wedding-customs-and-traditions-from-around-the-globe.aspx>
<http://www.ivillage.ca/relationships/marriage/wedding-traditions-around-the-world>
<http://wedding.theknot.com/wedding-planning/wedding-customs/articles/wedding-traditions-that-will-never-die.aspx>
<http://wedding.theknot.com/wedding-planning/wedding-customs.aspx?MsdVisit=1>
<http://www.authorstream.com/Presentation/Nubiagroup-1251323-nubia-group-wedding-traditions-world/>
<http://www.slideshare.net/jeevansathi/different-types-of-wedding-all-over-the-world>
- “The Myth of the Traditional Family” <https://www.nytimes.com/roomfordebate/2012/04/24/are-family-values-outdated/the-myth-of-the-traditional-family>
- Activities for Exploring a Family <http://www.asanet.org/introtosociology/Documents/ActivitiesForExploringFamilyBobGreene.html>

Formative and Summative Assessments

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Summative:

- Multiple-choice exams
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- Collections of writings, such as journals
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- Reports and presentations
- Short-answer or problem-solving activities and tests
- Performance-based ("authentic")
- Oral presentations
- Journal writing
- Role playing activities
- Oral and written reports
- Multimedia presentations (PowerPoints)

Suggested Writing Assessments

- Life Happens Project
- Changes in Children's Time with Parents Writing Analysis
- What does it take to be a good parent: analysis across cultures
- Analyze the cost of raising a family

Resources (websites, Canvas, documents, etc.)

- ABC News "Stay at Home Dads on the Rise" video <http://abcnews.go.com/WNT/video/stay-home-dads-increase-15150138>
- "Arranged Marriages, Marriage and Divorce, A Single Father" videos
- Quizzes, essays and tests
- Class discussions
- Venn diagrams/comparison charts of the three major sociological perspectives
- Compare present and past reasons people provide for getting divorced in America/ around the world

- Relate current trends in domestic violence to the characteristics of places and regions using global and domestic maps

Suggested Time Frame:

6-8 weeks

III. Instructional Strategies Based on Instructional Goals (Applying Universal Design for Learning):

Instructional Strategies commonly utilized in the Sociology course will include:

- Maps, photos, graphs and other visuals
- Engaging in discussion (whole class/small group)
- Reading silently and aloud
- Listening and speaking activities
- Role playing
- Watching and responding to media
- Brainstorming (think-aloud/written)
- Listing
- Free writing
- Revising and editing
- Participating in small and large groups
- Researching to make connections to texts and classroom discussions
- Collaborative projects
- Answering questions (oral/written)
- Summarizing
- Debating
- Analyzing texts, discussions, etc.
- Paraphrasing
- Peer teaching
- Interviewing (topic specific questioning/collecting data/creating questions that will get the desired response)
- Debating about controversial topics
- Note taking/note making

IV. SCOPE AND SEQUENCE:

<p style="text-align: center;">SKILLS TO BE LEARNED</p>	<p>I = Introduce D = Develop R= Reinforce M = Master</p>
<p>Introduction of basic principles of sociology</p>	
<p>Identify the social sciences as disciplines that study human social behavior or institutions and functions of human society in a scientific manner</p>	<p>IDR</p>
<p>Identify sociology as a scientific form of inquiry</p>	<p>IDR</p>
<p>Compare and contrast the sociological perspective and how it differs from other social sciences</p>	<p>IDR</p>
<p>Evaluate the strengths and weaknesses of the major methods of sociological research</p>	<p>IDR</p>
<p>Identify, differentiate among and apply a variety of sociological theories</p>	<p>IDR</p>
<p>Understand how sociology is relevant to human interaction</p>	<p>IDR</p>
<p>Outline the major contributions of pioneers of sociology</p>	<p>IDR</p>

Explain how the core values of a society shape its culture and impact the world perception of that culture	IDR
Culture, Social Structure, and Discrimination	
Describe the components of culture	IDR
Analyze how culture influences individuals	IDR
Evaluate important social institutions and how they respond to social needs	IDR
Assess how social institutions and cultures change and evolve	IDR
Explain what norms and values are central to our culture	IDR
Explain how culture and heredity affect social behavior	IDR
Understand the role of ethnocentrism in society	IDR
Discuss patterns of racial and ethnic relations	IDR
Identify what factors reside at the heart of racial and ethnic relations	IDR
Explain how functionalist conflict theorists and symbolic interactionists view racial inequalities	IDR
Socialization and Deviance	
Describe the process of socialization across the life course	IDR
Explain the process of the social construction of the self	IDR
Examine the social construction of groups and their impact on the life chances of individuals	IDR
Discuss the role socialization plays in human development	IDR

Explain the key concepts of socialization from the symbolic interactionist perspective	IDR
Analyze the role of family, school, peer groups, and the media in socializing the young	IDR
Define social control and identify the major types of social control	IDR
Differentiate the major functional theories of deviance	IDR
Discuss the conflict theory view of deviance	IDR
Education/Social Political and Economic Institutions	
Evaluate what makes a good rule or law	IDR
Explain how and why technology is transforming access to education and educational practices worldwide	IDR
Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power.	IDR
Analyze how social class influence education, social, political and economic institution.	IDR
Understand what factors lead one group beings more or less likely to vote in elections.	IDR
Investigate what influence do lobbyists and special interest groups have on the political process.	IDR
Analyze the functionalist and conflict perspectives on the U.S. political process and educational process as well.	IDR
Discuss schools as bureaucracies	IDR
Analyze the basic function of education.	IDR
Describe the ways in which schools socialize students.	IDR

Explain the benefits and drawbacks a centralized educational system has on the development of the individual.	IDR
Sports/Social Institutions	
Analyze sports using the three major perspectives.	IDR
Evaluate sports as American institutions.	IDR
Compare and contrast sport in America from a functionalist, conflict, and symbolic interactionist perspective.	IDR
Understand the relationship between American sport and social mobility.	IDR
Investigate evidence of sexism and racism in American sport.	IDR
Discuss what constitutes a “sport”.	IDR
Understand the political and economic forces shape sporting experiences.	IDR
Understand the social and cultural dimensions of sport	IDR
Understand the relationship between sports and related social institutions (e.g., economy, religion, science, etc.)	IDR
Understand the relationship between social institutions and ideology in sports	
How are the media involved in sport and in the portrayal of social issues through and in sport?	IDR
How has sport shaped our society?	IDR
Social Inequality	
Students will identify common patterns of social inequality	IDR
Students will analyze the effects of social inequality on groups and individuals.	IDR

Explain the relationship between social institutions and inequality.	IDR
Analyze responses to social inequality.	IDR
Analyze how American social stratification system impacted the successes and failures of the individual and family.	IDR
Explore how the family combats inequality within the social system?	IDR
Analyze how the various theories on deviance justify the individual's response to social inequality.	IDR
Explore how social inequality issues directly affected changes in public policy.	IDR
The Family: Marriage: The Start of Social Institutions	
Describe the components of culture as it relates to family	IDR
Analyze how culture influences individuals, including themselves in terms of family	IDR
Students will describe the process of socialization across the life course	IDR
Examine the social construction of groups and their impact on the life of chances of individuals	IDR
Analyze ow does the introduction of the foundational role of the family impact the nature versus nurture debate.	IDR
Explore how similar family environments produce similar people.	IDR
Explore the societal reasons, other than the feeling of love, that cause people to get married.	IDR
Investigate how marriage differs across cultural barriers.	IDR

Correlate how the structure of the family adjusted to recent cultural trends.	IDR
Analyze how the advancements in technology have impacted marriage and the family.	IDR
Investigate the extent and cause of divorce in America.	IDR
Compare and contrast views of family proposed by three major perspectives.	IDR
Analyze family violence in the United States	IDR
Analyze current trends in domestic violence to the characteristics of places and regions using global and domestic maps.	IDR
Evaluate the future of the family in the United States.	IDR

V. Course Textbook and Resources:

- Mindtap: Sociology in Our Times: Diana Kendall 11th Edition, 2019 ISBN 9781337569187
- A Down to Earth Approach to Sociology: James M Henslin 12th edition, 2014 Pearson ISBN 0205991645
- Additional readings and current event articles will be distributed to supplement material discussed in class.
- · Google Classroom
- · Canvas
- · My Access
- · Computers/Laptops
- · Microsoft Office Programs (Word, PowerPoint, Publisher, Excel)
- · Online Library Catalog (OPAC)
- · Online Library Databases
- · Online Texts Readings and exercises from the approved text(s) and related supplemental materials
- · Cooperative learning techniques
- · Teacher generated handouts

- · Lecture in conjunction with class discussion and notes
- · Primary and secondary sources
- · Multimedia presentations (PowerPoint, Prezi, et al)
- · Annotating Skills: <http://rwc.hunter.cuny.edu/reading-writing/on-line/annotating-a-text-pdf>
- · Project Based Learning: <http://pbl-online.org>

VI. Student Handout:

Course Overview:

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. All areas of social life will be examined including work, community, religion, schools, family, gender, race, class, stratification/inequality, and crime/deviance. Both the theories and methods of sociology will be reviewed. Primary concerns of the course will include the ways in which our behavior is influenced by groups; the nature and functions of the social institutions which we have created; and the relationship that exists between the individual and society. The structure and functions of families in contemporary America and in other settings. Selecting partners, rearing children; old people, nuclear families, extended families, alternative forms, one-parent families, and childless families.

Students will learn and practice critical thinking, synthesizing and analyzing skills to discover the discipline of Sociology and how this course relates to current events and to students' own lives in order to teach that one must learn from history the true essence of the human experience. Further skill building by students to help in future academic endeavors and beyond will come through the use of visual aids along with readings and discussion.

STUDENT PROFICIENCIES:

Proficiencies - Upon successful completion of the requirements for this course, the student will be able to:

- A. Demonstrate an understanding of social relationships.
- B. Develop an appreciation for our culture and its comparison to other cultures.
- C. Develop a more active use of sociological terms.
- D. Identify the patterns of human growth and development as individuals pass through the various stages of the life cycle
- E. Assess the social problems which exist in our culture.
- F. Develop an understanding of the field of sociology, its relationships with other social sciences and the use of scientific method while refining various social studies skills.
- G. Summarize the roles and purposes of the five major social institutions.
- H. Analyze the complexity and details of families in our culture including its types, changes over time, the problems faced today, the qualities of good families and presentation of good parenting skills.
- I. Evaluate the role of the mass media and its impact on our culture.
- J. Describe the role of minority groups and their contributions to our culture.
- K. Develop a better understanding of our American value system and its use of norms and sanctions.
- L. Demonstrate a better understanding of oneself through the many values clarification activities and self-help techniques offered while further understanding one's role as a member of our culture and the world community as well.
- M. Develop a respect for the dignity of every person: rejecting prejudice, stereotyping and discrimination; and recognizing one's role in shaping the future.

VII. Appendix:

American Sociological Association (ASA) National Standards for High School Sociology

Domain 1: The Sociological Perspective and Methods of Inquiry

1.1 Students will identify sociology as a scientific field of inquiry.

1.1.1- Scientific method

1.1.2- Hypotheses

1.1.3- Independent and dependent variables

1.1.4- Scientific study of society

1.2 Students will compare and contrast the sociological perspective and how it differs from other social sciences.

1.2.1- Impact of social context on human behavior

1.2.2- Social construction of reality

1.2.3- Sociological imagination

1.3 Students will evaluate the strengths and weaknesses of the major methods of sociological research.

1.3.1- Surveys and interviews

1.3.2- Experiments

1.3.3- Observations

1.3.4- Content analysis

1.3.5- Research ethics

1.4 Students will identify, differentiate among, and apply a variety of sociological theories.

1.4.1- Functionalist perspective

1.4.2- Conflict theory

1.4.3- Symbolic interaction

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

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

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

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

Domain 4: Stratification and Inequality

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