

**COURSE TITLE**

Sociology

**LENGTH**

Half Year  
Grades 11-12

**DEPARTMENT**

Social Studies

**SCHOOL**

Rutherford High School

**DATE**

Revision Date: 8/24/2020  
Initial BOE Approval Date (Born on): 2/13/2017

# Sociology

## I. Introduction/Overview/Philosophy

Sociology is loosely defined as the study of human relationships and can include a wide array of subject matter. This course in particular will focus on the exploration and analysis of human relationships at the personal and societal level. At the personal level, students will investigate the social causes and effects of love, family conflict, deviant behavior, and racial and gender identity. At the societal level, students will explore issues such as crime, prejudice, group behavior, and poverty and wealth. Students will work collaboratively to answer questions such as:

1. What are “social norms” and why are they important?
2. How do norms vary between cultures?
3. How do we learn gender roles?
4. How does the society we live in influence ideas of love and marriage?
5. How does the mass media influence the formation of public opinions?
6. What is the difference between deviance and crime?
7. How is crime related to race, class, and gender?

The goal of this course is to teach students how to think critically about human social life. Students will gain a firm understanding of how human relationships and various cultures shape both their own lives and the world around them.

The course meets the National Standards for High School Sociology, the New Jersey Student Learning Standards, and the New Jersey Holocaust/Genocide, LGBTQ+ and Amistad mandates. This elective course does not fulfill the United States History graduation requirement.

## II. Objectives

### **Course Outline:**

- I. The Sociological Perspective
  - A. Basic Definitions
    1. Sociology
    2. Culture shock
    3. Theories
    4. Paradigms
    5. Structure
    6. Conflict theory
    7. Critical theory
    8. Thesis
  - B. The Roots of Sociology
    1. Harriet Martineau
    2. Auguste Comte
    3. Charles Darwin
  - C. Structural Functionalism
    1. Founders
    2. Principles
    3. Advantages and Critiques of theory

- D. Conflict Theory
  - 1. Founders
  - 2. Principles
  - 3. Advantages and Critiques of theory
- E. New Theoretical Approaches
- F. Research Methods
  - 1. Scientific Approach
  - 2. Surveys
  - 3. Experimental Methods
- II. Culture
  - A. Basic Definitions
    - 1. Ethnocentrism
    - 2. Cultural Relativism
    - 3. Values
    - 4. Norms
    - 5. Laws
    - 6. Taboo
    - 7. Sanctions
    - 8. Social Culture
    - 9. Subculture
    - 10. Counterculture
    - 11. Cultural Diffusion
    - 12. Cultural Imperialism
  - B. Components of Culture
    - 1. Material Culture vs. Symbolic Culture
    - 2. Values, Norms, and Sanctions
      - a) Examples of various cultures
  - C. Ideal vs. Real Culture
  - D. Approaches to Culture
    - 1. Structural Functionalism
    - 2. Conflict Theory
    - 3. Symbolic Interactionism
- III. Socialization/Groups
  - A. Basic Definitions
    - 1. Nature vs. Nurture
    - 2. Self
    - 3. Resocialization
    - 4. Status
    - 5. Stereotyping
    - 6. Role
    - 7. Group-think
    - 8. Social Influence
    - 9. Rationalization
  - B. Social Influence and Peer Pressure
    - 1. Experiments in conformity
      - a) Milgram Experiment
      - b) The Asch Experiment
  - C. Global Perspective

1. Honor Killings
- IV. Deviance
- A. Basic Definitions
    1. Deviance
    2. Innovators
    3. Rebels
    4. Social Control
    5. Labeling Theory
    6. Primary Deviance
    7. Secondary Deviance
    8. Self-Fulfilling Prophecy
    9. Stigma
    10. Crime
    11. Positive Deviance
  - B. Defining Deviance Across Cultures
  - C. Theories of Deviance
    1. Functionalism
    2. Conflict Theory
    3. Symbolic Interactionism
  - D. Stigmas and Deviant Identity
  - E. Crime and Punishment
    1. Crime and demographics
      - a) Class, age, gender, race
    2. Deterrence and Punishment
- V. Race and Ethnicity
- A. Basic Definitions
    1. Symbolic Ethnicity
    2. Situational Ethnicity
    3. Minority Group
    4. Racism
    5. Prejudice
    6. Discrimination
    7. Privilege
    8. Genocide
    9. Segregation
    10. Assimilation
  - B. Racism and its many forms
    1. Prejudice and discrimination
    2. White privilege and color-blind racism
    3. Interracial dating and marriage
  - C. Race, Ethnicity, and Life Chances
    1. Family
    2. Health
    3. Education
    4. Work and Income
    5. Criminal Justice
  - D. Theoretical Approaches to Understanding Race
    1. Functionalist Approach

2. Conflict Approaches
- E. Intergroup Relations: Conflict or Cooperation
  1. Genocide
- VI. Gender and Sexuality
  - A. Basic Definitions
    1. Sex
    2. Intersex
    3. Gender
    4. Gender Identity
    5. Transgender
    6. Sexuality
    7. Sexual Orientation
    8. Heterosexuality
    9. Homosexuality
    10. Asexuality
    11. LGBTQ
    12. Sexism
    13. Homophobia
  - B. Sex and Gender
    1. Essentialist and Constructionist Approaches
  - C. Sexuality and Sexual Orientation
  - D. Socialization, Gender, and Sexuality
    1. Families
    2. Schools
      - a) Rape Culture and Campus Social Life
    3. Peers
    4. The Media
  - E. Inequalities of Sex, Gender, and Sexuality
    1. Sexism
    2. Homophobia
  - F. Sociological Theories of Gender Inequality
    1. Functionalism
    2. Conflict Theory
    3. Interactionism
    4. Feminist Theory
  - G. Political and Social Movements
    1. Women's Movements
    2. Men's Movements
    3. LGBTQ Movements
- VII. Families and Relationships
  - A. Basic Definitions
    1. Family
    2. Marriage
    3. Adoption
    4. Homogamy
    5. Polygamy
    6. Domestic Abuse
    7. Neglect

8. Incest
  - B. Sociological Perspectives on Families
    1. Structural Functionalism
    2. Conflict Theory
    3. Symbolic Interactionism
  - C. Mate Selection
    1. Homogamy
  - D. Relationship Trends
    1. Unmarried life
    2. Single Parenting
    3. Blended Families
  - E. Trouble in Families
    1. Domestic Abuse
    2. Child Abuse
- VIII. Social Change
- A. Basic Definitions
    1. Social Change
    2. Collective Behavior
    3. Crowd
    4. Riot
    5. Mass Behavior
    6. Fads
    7. Social Dilemma
    8. Social Movement
    9. Activism
    10. Cultural Lag
  - B. Collective Behavior
    1. Crowds
    2. Mass Behavior
    3. Social Movements
  - C. Promoting and Resisting Change
  - D. Technology and Social Change
    1. Is Technology the answer?
    2. Living in a Postmodern World

**Student Outcomes:**

Other than general proficiencies that are expected of students in classroom situations, it is expected that students in this course will demonstrate the ability to:

- Understand how patterns of thought and knowledge are influenced by social, political, and economic structures.
- Identify basic methodological approaches used by sociologists, and describe the general role of methods/evidence in building sociological knowledge.
- Identify the major concepts, theories, and theorists in sociology.
- Explain the relationship between the most basic cultural concepts: values, norms, roles, and sanctions.
- Apply sociological theories and methods to real world situations.
- Design a research project to address a given research question, including plans for sampling, data collection, and analysis.
- Explain the basic historical data, sociological processes and concepts, and contemporary issues

concerning the social construction of race, ethnicity, gender, social status, economic class, and learn how these changes over time.

- Learn the sociological theories that account for deviance, conformity and social control.
- Explain multiple types of social institutions (family/marriage, education, religion, health, leisure, criminal justice and political systems, and economic systems) and their evolution over time.
- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
- Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world
- Critically analyze information, make ethical judgements, and responsibly address controversial issues.
- Communicate through rational and persuasively written and oral arguments to present issues to controversial issues.
- Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions
- Take actions that result in a more equitable society.
- Analyze sources of prejudice and discrimination and propose solutions to eliminate them.

## ***New Jersey Student Learning Standards***

### ***CAREER READY PRACTICES***

#### ***CRP1 Act as a responsible and contributing citizen and employee.***

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

#### ***CRP2 Apply appropriate academic and technical skills.***

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

#### ***CRP4 Communicate clearly and effectively and with reason.***

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

#### ***CRP5. Consider the environmental, social and economic impacts of decisions.***

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

#### ***CRP6. Demonstrate creativity and innovation.***

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and

suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

***CRP7. Employ valid and reliable research strategies.***

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

***CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.***

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

***CRP9. Model integrity, ethical leadership and effective management.***

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

***CRP10. Plan education and career paths aligned to personal goals.***

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

***CRP11. Use technology to enhance productivity.***

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

***CRP12. Work productively in teams while using cultural global competence.***

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## **TECHNOLOGY**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

### ***Strand A. Technology Operations and Concepts***

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

### ***Strand B. Creativity and Innovation***

8.1.12.B.1 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

**Strand C. Communication and Collaboration**

8.1.12.C.1 Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

**Strand D. Digital Citizenship**

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

**Strand E. Research and Information Literacy**

8.1.12.E.1 Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

**NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)**

**New Jersey Student Learning Standards for English Language Arts Companion Standards in History/Social Studies, Science, and Technical Subjects**

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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

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

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.

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.

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

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

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

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

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

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

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

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

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

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

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.

### **III. Proficiency Levels**

This elective course is designed for eleventh and twelfth grade students. No prerequisites are required.

### **IV. Methods of Assessment**

#### *Student Assessment*

- Homework
- Class discussion
- Technology-based projects
- Group projects and reports
- Alternate assessments
- Research papers
- Tests and quizzes
- Document-based essays and free-response essays
- Class participation
- Quarterly Benchmark Assessments
- Debates/Socratic Seminars
- Project Based Assessments

#### *Curriculum/Teacher Assessment*

Throughout the academic year, the teacher and supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor will also request an annual meeting or written review from the teacher for suggestions or modifications.

### **V. Grouping**

All eleventh and twelfth grade students are eligible to enroll in this class.

### **VI. Articulation/Scope & Sequence/Time Frame**

This is a one-semester elective open to students without any prior requirements of prerequisites.

### **VII. Resources**

#### ***Texts/Supplemental Reading/References***

- Ferris, Kerry, and Jill Stein. *The Real World: An Introduction to Sociology*. 5th ed. New York: W.W. Norton, 2010. Print.
- Henslin, James M. *Essentials of Sociology*. 12th ed. Boston, MA: Pearson Custom, 2012. Print.
- Macionis, John J. *Sociology*. 15th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2010. Print.
- Rutherford High School Library database  
Audio-Visual Materials
- Numerous hand-outs from newspapers and magazines are used for class discussion.
- New Jersey Amistad Commission Resources- NJ Department of Education

[www.nj.gov/education/amistad](http://www.nj.gov/education/amistad)

- New Jersey Commission on Holocaust Education Resources- NJ Department of Education  
[www.nj.gov/education/holocaust/](http://www.nj.gov/education/holocaust/)

### **VIII. Suggested Activities**

The teacher may take field trips or invite speakers from the field to conduct/take part in lessons.

### **IX. Methodologies**

The teacher is expected to use visual, oral, and written components in the lessons to reach all students with different learning styles. The following are suggestions, not limits, as to what a teacher will do:

- Individualized assignments
- Group work of all types
- Computer and technology use
- DVD's
- Differentiated instruction
- Use of the Internet
- Additional readings, primary and secondary
- Debates/Socratic Seminars
- Project Based Assessments

### **X. Interdisciplinary Connections**

Whenever a teacher can use resources of the school district, it should be done. Teachers will use interdisciplinary reading and writing assignments across the curriculum to enhance student learning whenever possible.

### **XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

*Differentiation for Support (ELL, Special Education, Students at Risk)*

- Partner and group presentations
- Small group work
- Open-note assessments
- Teacher notes available upon request
- Review sessions
- Technological applications designed for review
- Crash Course review video
- Teacher guided notes
- Re-teaching and reviewing major topics
- Guided notes

- Graphic organizers

*Differentiation for Enrichment*

- Student choice
- Student driven projects
- Internet research
- Critical and analytical thinking questions
- Recommended supplemental reading material
- Inquiry based instruction
- Real-world problem solving scenarios

## **XII. Professional Development**

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

### XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<b>The Sociological Perspectives</b> <ul style="list-style-type: none"> <li>● Basic definitions</li> <li>● Roots of sociology</li> <li>● Structural Functionalism</li> <li>● Conflict Theory</li> <li>● Research Methods</li> </ul>	2 weeks	<i>For Support:</i> <ul style="list-style-type: none"> <li>● Partner/group presentation</li> <li>● Open note quizzes</li> <li>● Graphic organizers</li> </ul> <i>For Enhancement:</i> <ul style="list-style-type: none"> <li>● Student-driven projects</li> </ul>	National Standards for High School Sociology 1.1.1 1.2.1 1.3.1 1.3.2 1.3.5 1.4.1 1.4.2 1.4.3 CRP1,2,4,5,6,7,8,9,10,11,12 RH.11-12.8. WHST.11-12.6. 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	<i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>● Class discussion- three sociological perspectives</li> <li>● Graphic Organizer - research methods</li> </ul> <i>Summative Assessment:</i> <ul style="list-style-type: none"> <li>● Project - Research Method Application</li> </ul>
<b>Culture</b> <ul style="list-style-type: none"> <li>● Basic Definitions</li> <li>● Components</li> <li>● Ideal vs. real</li> </ul>	2 weeks	<i>For Support:</i> <ul style="list-style-type: none"> <li>● Socratic review sessions in groups</li> <li>● teacher notes available</li> </ul>	National Standards for High School Sociology 2.1.1	<i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>● Class discussion- social norms and sanctions</li> </ul>

<ul style="list-style-type: none"> <li>Approaches to culture</li> </ul>		<p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>Additional Internet research topics pertaining to culture</li> <li>critical/analytical thinking questions</li> </ul>	2.1.2 2.1.3 2.2.1 2.2.2 2.2.3 2.4.2 CRP1,2,4,5,6,7,8,9,10,11,12 RH.11-12.2. WHST.11-12.6. 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	<ul style="list-style-type: none"> <li>Research assignment-subculture vs. counterculture</li> <li>Crash Course video</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>Quiz - Culture</li> </ul>
<p><b>Socialization</b></p> <ul style="list-style-type: none"> <li>Basic definitions</li> <li>Social influence</li> <li>Peer pressure</li> <li>Global perspective</li> </ul>	4 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>Crash Course video on Socialization</li> <li>Teacher guided notes</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>Student led projects w/ choice given</li> <li>inquiry based instruction</li> </ul>	National Standards for High School Sociology 3.1.1 3.2.3 3.3.2 3.3.3 CRP1,2,4,5,6,7,8,9,10,11,12 RH.11-12.3. WHST.11-12.1. 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>Class discussion on agents of socialization</li> <li>Article analysis- Hazing on college campuses</li> <li>Commercial analysis for gender socialization</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>Quarter 1 or Quarter 3 Benchmark Assessment (depending on semester)- Project - Crash Course Video Creations</li> </ul>
<p><b>Deviance</b></p> <ul style="list-style-type: none"> <li>Basic definitions</li> <li>Theories of deviance</li> <li>Stigmas and deviant</li> </ul>	5 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>small group work</li> <li>socratic review session</li> </ul>	National Standards for High School Sociology 4.3.1	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>Graphic Organizer on sociological perspectives on</li> </ul>

identity <ul style="list-style-type: none"> <li>• Crime and punishment</li> </ul>		<i>For Enhancement:</i> <ul style="list-style-type: none"> <li>• student centered project</li> <li>• supplemental reading on deviant behavior/case studies</li> </ul>	3.1.2 4.1.1 CRP1,2,4,5,6,7,8,9 ,10,11,12 6.3.8.A.1 RH.11-12.10. WHST.11-12.2. 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	deviance <ul style="list-style-type: none"> <li>• Hyperdoc - Crime statistics in the US</li> <li>• Video clips - Lock Up</li> <li>• Debate - Death penalty</li> </ul> <i>Summative Assessment:</i> <ul style="list-style-type: none"> <li>• Quiz - Deviance</li> <li>• Project - Serial Killers &amp; Sociological Perspectives</li> </ul>
<b>Race &amp; Ethnicity</b> <ul style="list-style-type: none"> <li>• Basic definitions</li> <li>• Racism, ethnicity, life chances</li> <li>• Approaches to understanding race</li> <li>• Intergroup relations</li> </ul>	2 weeks	<i>For Support:</i> <ul style="list-style-type: none"> <li>• teacher notes available</li> <li>• shared google slides with content</li> </ul> <i>For Enhancement:</i> <ul style="list-style-type: none"> <li>• internet research</li> <li>• students will work on real world problem solving and scenarios</li> </ul>	National Standards for High School Sociology 4.1.1 4.1.3 4.2.1 4.2.2 4.4.2 4.4.3 CRP1,2,4,5,6,7,8,9 ,10,11,12 AMISTAD RH.11-12.5. WHST.11-12.9. 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	<i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>• Group google slides - 5 patterns</li> <li>• Lyrical analysis - songs that discuss racial issues in the U.S.</li> </ul> <i>Summative Assessment:</i> <ul style="list-style-type: none"> <li>• Quiz - Race &amp; Ethnicity</li> </ul>
Gender & Sexuality <ul style="list-style-type: none"> <li>• Basic Definitions</li> <li>• Sex and gender</li> <li>• Sexuality and Sexual</li> </ul>	2 weeks	<i>For Support:</i> <ul style="list-style-type: none"> <li>• Crash course video</li> <li>• guided questions and note taking</li> </ul>	National Standards for High School Sociology 4.1.5	<i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>• Class discussion- gender and sexuality definitions</li> </ul>

<p>orientation</p> <ul style="list-style-type: none"> <li>• Socialization, gender and sexuality</li> <li>• Gender inequality</li> <li>• Political and social movements</li> </ul>		<p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• real world problem solving and scenarios</li> <li>• internet research</li> </ul>	<p>4.2.1 4.4.3 4.4.2 9.2.12.C.4 LGBTQ+ CRP1,2,4,5,6,7,8,9 ,10,11,12 RH.11-12.2. WHST.11-12.1. 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<ul style="list-style-type: none"> <li>• Global violence against women research activity</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Quiz - Gender &amp; Sexuality</li> </ul>
<p>Families &amp; Relationships</p> <ul style="list-style-type: none"> <li>• Basic Definitions</li> <li>• Perspectives on families</li> <li>• Mate selection</li> <li>• Relationship trends</li> <li>• Trouble in families</li> </ul>	3 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• teacher notes available</li> <li>• re- teaching/reviewing</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• higher level thinking questions</li> <li>• independent research</li> </ul>	<p>National Standards for High School Sociology 3.3.1 3.1.1 CRP1,2,4,5,6,7,8,9 ,10,11,12 RH.11-12.7. WHST.11-12.6. 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Class discussion - family dynamics and the functions of a family</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Quarter 2 or Quarter 4 Benchmark Assessment (depending on semester)- Project - Movie Analysis “What’s Eating Gilbert Grape”</li> </ul>