

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



Sociology

BOE Approved April 2016

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Authors of Course Guide

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New Milford's Mission Statement

“The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.”

COURSE DESCRIPTION

This semester course is an introduction to the science and art of human relations, where the student gains knowledge of many different social problems and scientific ways of studying them. Among the topics covered are historical and cultural backgrounds of society and some of the major problems facing society today. A social service component may be required. Students may opt for honors credit by special arrangement with the instructor and teacher recommendation.

PACING GUIDE

Unit #	Unit	Week(s)	Pages
1	Introduction to Sociology	One	7
2	Perspectives & Research	Three	11
3	Cultural Diversity	Three	15
4	Cultural Conformity	Three	19
5	Socialization	Three	23
6	Social Structure	Three	27
7	Inequality	Two	31

KEY FOR COMMON CORE STATE AND OTHER STANDARDS

L = Language Standards

RL = Reading Standards for Literature

RI = Reading Standards for Informational Text

SL = Speaking and Listening Standards

W = Writing Standards

Committee Member(s): Lisa Lee & Joshua Elliott, Ed.D.
Unit Title: Introduction to Sociology

Course/Subject: Sociology
Grade Level: 11 & 12
of Weeks: 1

Identify Desired Results

Common Core Standards

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-LITERACY.RI.11-12.7

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

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.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.RI.11-12.7

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

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Sociology is a structured approach to gaining a better understanding of social and group behaviors. 	<ul style="list-style-type: none"> • What are the benefits to studying a social structure in a formal manner?
Expected Performances What students should know and be able to do	
Students will know the following: Students will be able to do the following: <ul style="list-style-type: none"> • Understand the modes of thinking characteristic of different humanity and social science disciplines. • Initiate questions and develop hypotheses about contemporary or historical problems. 	
Character Attributes	
<ul style="list-style-type: none"> • Integrity • Honesty 	
Technology Competencies	
Students apply digital tools to gather, evaluate, and use information. <ol style="list-style-type: none"> Plan strategies to guide inquiry Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media Evaluate and select information sources and digital tools based on the appropriateness to specific tasks Process data and report results Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. <ol style="list-style-type: none"> Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media Communicate information and ideas effectively to multiple audiences using a variety of media and formats Develop cultural understanding and global awareness by engaging with learners of other cultures Contribute to project teams to produce original works or solve problems 	
Develop Teaching and Learning Plan	
Teaching Strategies: <ul style="list-style-type: none"> • Introductory presentation • Class discussion 	Learning Activities: <ul style="list-style-type: none"> • Social Sciences jigsaw • Class discussion

Assessments

Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Students will create an info graph illustrating the nature of sociology.</p> <p>Role: Media Specialist</p> <p>Audience: Class members</p> <p>Product or Performance: A published info graph</p> <p>Standards for Success: Rubric</p>	<ul style="list-style-type: none"> • Discussion Questions (DQ's) • Class discussions • Class presentations • Weekly reflections

Suggested Resources

- Berger, Peter L. *Invitation to Sociology: A Humanistic Perspective*. NY: Doubleday, 1963
<http://www.everydaysociologyblog.com/2013/03/cheating-a-sociological-perspective.html>
- Mills, C. W. (2000). *The sociological imagination*. NY, NY Oxford University Press.
- Jnkosi. (2011, August 25). Sociological Theories. [YouTube]. Retrieved from <https://youtu.be/iJnJz7RvDFA>

Committee Member(s): Lisa Lee & Joshua Elliott, Ed.D.
Unit Title: Perspectives and Research

Course/Subject: Sociology
Grade Level: 11 & 12
of Weeks: 3

Identify Desired Results

Common Core Standards

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-LITERACY.RI.11-12.7

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

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.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.RI.11-12.7

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

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Sociology serves as a framework for viewing different societies and cultures. • Sociology is a soft science. 	<ul style="list-style-type: none"> • How does the science of sociology help us frame what we view in various societies and cultures? • How do the three major perspectives approach the science of sociology?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • Key the individuals in sociology. • The different research methods by which sociologists gather information. Students will be able to do the following: <ul style="list-style-type: none"> • Examine the contributions of key individuals to the development of sociology. • Identify the different methods by which sociologists gather information and the advantages and disadvantages of each. • Conduct sociological research on a hypothesis and document the results in a precise manner. 	
Character Attributes	
<ul style="list-style-type: none"> • Integrity • Honesty 	
Technology Competencies	
Students apply digital tools to gather, evaluate, and use information. <ol style="list-style-type: none"> Plan strategies to guide inquiry Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media Evaluate and select information sources and digital tools based on the appropriateness to specific tasks Process data and report results Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. <ol style="list-style-type: none"> Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media Communicate information and ideas effectively to multiple audiences using a variety of media and formats Develop cultural understanding and global awareness by engaging with learners of other cultures Contribute to project teams to produce original works or solve problems 	
Develop Teaching and Learning Plan	
Teaching Strategies: <ul style="list-style-type: none"> • Research methods presentation • Class discussion 	Learning Activities: <ul style="list-style-type: none"> • Research method critique • Research sample analysis • Compare/contrast sociological perspectives

Assessments

Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Students will be able to use sociological research methods effectively.</p> <p>Role: Sociologist</p> <p>Audience: Class members</p> <p>Students will complete research about New Milford High School using the research methods studied in this unit.</p> <p>Product or Performance: Students will create a survey (but will not distribute), develop a hypothesis, and analyze and graph data from primary and secondary sources.</p> <p>Standards for Success: Rubric</p>	<ul style="list-style-type: none"> • Discussion Questions (DQ's) • Class discussions • Class presentations • Weekly reflections

Suggested Resources

- Changing Minds (n.d.). http://changingminds.org/explanations/theories/symbolic_interaction.htm
- Everyday Sociology. (n.d.). <http://www.everydaysociologyblog.com/2013/03/cheating-a-sociological-perspective.html>
- History Learning Site. (n.d.). <http://www.historylearningsite.co.uk/functionalism.htm>
- Schuman, M. (2013, March 25). Marx's revenge: How class struggle is shaping the world. *Time*. Retrieved from <http://business.time.com/2013/03/25/marxs-revenge-how-class-struggle-is-shaping-the-world/>
- Seinfeld television series
- Modern Family television series

Committee Member(s): Lisa Lee & Joshua Elliott, Ed.D.
Unit Title: Cultural Diversity

Course/Subject: Sociology
Grade Level: 11 & 12
of Weeks: 3

Identify Desired Results

Common Core Standards

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-LITERACY.RI.11-12.7

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

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.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.RI.11-12.7

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

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Global societies are diverse creating varied perspectives, contributions, and challenges. 	<ul style="list-style-type: none"> • What defines a culture? • What variations exist within and between cultures?
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • The components of culture <ul style="list-style-type: none"> • Material vs Nonmaterial culture • Symbols • Language • Values • Norms • Cultural Variation <ul style="list-style-type: none"> • Variation within societies • Variation between societies <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Describe how culture affects the characteristic of a place • Describe the concept of culture and how different perspectives emerged from different cultures. • Compare resources used by various cultures throughout the world • Identify the components of culture and the role it plays in shaping society • Compare and contrast various cultures based on predetermined criteria 	
Character Attributes	
<ul style="list-style-type: none"> • Compassion • Citizenship • Respect 	
Technology Competencies	
<p>Students apply digital tools to gather, evaluate, and use information.</p> <ol style="list-style-type: none"> Plan strategies to guide inquiry Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media Evaluate and select information sources and digital tools based on the appropriateness to specific tasks Process data and report results <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <ol style="list-style-type: none"> Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media Communicate information and ideas effectively to multiple audiences using a variety of media and formats Develop cultural understanding and global awareness by engaging with learners of other cultures Contribute to project teams to produce original works or solve problems 	

Develop Teaching and Learning Plan	
Teaching Strategies: <ul style="list-style-type: none"> • Diversity discussion 	Learning Activities: <ul style="list-style-type: none"> • Diversity case study research paper • Close reading activity • Compare/Contrast- Folkways, Mores, and Laws • Breaking Folkways Project • World Culture Project • Subcultures/Countercultures Project
Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Students will analyze and evaluate reactions to breaking a social norm.</p> <p>Role: Sociologist</p> <p>Audience: Fellow sociologists</p> <p>Situation: Students will pick a social norm to break in public. Students will complete experiment 10 times and note people's responses.</p> <p>Product or Performance: Video and presentation of data collected.</p> <p>Standards for Success: Rubric</p>	<ul style="list-style-type: none"> • Discussion Questions (DQ's) • Class discussions • Class presentations • Weekly reflections
Suggested Resources	
<p>Can India ever learn to love football? (2014, February 14). <i>BBC</i>. Retrieved from http://www.bbc.com/news/world-asia-india-26143796</p> <p>Miner, Horace. (1993). <i>Body ritual among the naciema</i>. Irvington Publishing.</p> <p>N.A. (2010, January 31). <i>Secrets of Body Language</i>. [YouTube]. Retrieved from http://www.youtube.com/watch?v=1uMXV0mfDv4&feature=related</p> <p>Sternbergh, A. (n.d.). What it means to be popular (when everything is popular). <i>New York Times</i>. Retrieved from http://www.nytimes.com/interactive/2013/09/08/magazine/the-culture-package.html?_r=4&#/#/item_01</p>	

Committee Member(s): Lisa Lee & Joshua Elliott, Ed.D. Unit Title: Culture and Social Structures	Course/Subject: Sociology Grade Level: 11 & 12 # of Weeks: 3
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Identify Desired Results

Common Core Standards

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-LITERACY.RI.11-12.7

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

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.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.RI.11-12.7

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

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Conformity is an important concept that impacts people within a society without them consciously realizing . 	<ul style="list-style-type: none"> • How can the fact that conformity often impacts us without us consciously knowing affect us? • What affect does conformity have on societies?
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • How people create rules and laws to regulate the dynamic relationships of individual rights and societal needs. • How interaction of people of different cultures create change. <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Explain how point of view influences a person’s perceptions of a place or time. • Design appropriate graphs, diagrams, tables, and charts to organize current crime statistics. • Explain the concepts of ethnocentrism, cultural lag, and vested interest 	
Character Attributes	
<ul style="list-style-type: none"> • Integrity • Honesty • Courage 	
Technology Competencies	
<p>Students apply digital tools to gather, evaluate, and use information.</p> <ol style="list-style-type: none"> Plan strategies to guide inquiry Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media Evaluate and select information sources and digital tools based on the appropriateness to specific tasks Process data and report results <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <ol style="list-style-type: none"> Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media Communicate information and ideas effectively to multiple audiences using a variety of media and formats Develop cultural understanding and global awareness by engaging with learners of other cultures Contribute to project teams to produce original works or solve problems 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Conformity presentation and discussion 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Conformity case study gallery walk and /or Jigsaw activity • Societal rules public service announcement

Assessments

Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Students will research a formal organization and create a brochure that describes its goal, roles, rules, and procedures.</p> <p>Role: Expert on the organization</p> <p>Audience: Community members</p> <p>Situation: Informing the community of formal organizations in New Milford.</p> <p>Product or Performance: Brochure</p> <p>Standards for Success: Rubric</p>	<ul style="list-style-type: none"> • Discussion Questions (DQ's) • Class discussions • Class presentations • Weekly reflections

Suggested Resources

Kim, H. & Markus, H. R. (1999). Deviance or uniqueness, harmony or conformity? A cultural analysis. *Journal of Personality and Social Psychology*. 77(4) 785-800. Retrieved from ResearchGate.com

Fisher, C. (2010, June 6). Sweet land of conformity? *Boston Globe*. Retrieved from www.bostonglobe.com

(Producer). (2014). *Beyond Scared Straight* [DVD]. Available from www.aetv.com.

(Producer). (2014). *Locked Up in America* [DVD]. Available from www.pbs.org.

Zimbardo, P. (1999). *The Stanford prison experiment*. Retrieved from www.prisonexp.org

Movie- Coach Carter

Committee Member(s): Lisa Lee & Joshua Elliott, Ed.D.
Unit Title: Socialization

Course/Subject: Sociology
Grade Level: 11 & 12
of Weeks: 3

Identify Desired Results

Common Core Standards

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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CCSS.ELA-LITERACY.RI.11-12.7

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

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.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.RI.11-12.7

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

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Socialization is a complex and multifaceted process. 	<ul style="list-style-type: none"> • What factors impact the process of socialization? • How does socialization vary from culture to culture?
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • How personal and cultural differences impact perception. • The ways race, gender, ethnicity, and class issues affect individuals. <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Describe the relationships among the individual, the groups, and the institutions which exist in any society and culture • Critique impact of nature and nurture in shaping personality. • Identify the characteristics of adolescence and the problems associated with it. 	
Character Attributes	
<ul style="list-style-type: none"> • Integrity • Honesty • Compassion 	
Technology Competencies	
<p>Students apply digital tools to gather, evaluate, and use information.</p> <ol style="list-style-type: none"> Plan strategies to guide inquiry Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media Evaluate and select information sources and digital tools based on the appropriateness to specific tasks Process data and report results <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <ol style="list-style-type: none"> Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media Communicate information and ideas effectively to multiple audiences using a variety of media and formats Develop cultural understanding and global awareness by engaging with learners of other cultures Contribute to project teams to produce original works or solve problems 	

Develop Teaching and Learning Plan	
Teaching Strategies: <ul style="list-style-type: none"> • Teacher presented PowerPoint 	Learning Activities: <ul style="list-style-type: none"> • Socialization virtual tour • My Looking Glass Self Cartoon • Nature vs. Nurture Debate • Agents of Socialization Poster
Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: https://goo.gl/90V4Jb Role: Audience: Situation: Product or Performance: Standards for Success: Rubric	<ul style="list-style-type: none"> • Discussion Questions (DQ's) • Class discussions • Class presentations • Weekly reflections
Suggested Resources	
<p>Krier, D. (Producer). (2010). <i>Sociological research: Socialization, spanking, and the pragmatic use of research</i> [YouTube]. Available from https://www.youtube.com/watch?v=PmjJ7RotrkQ</p> <p>Dietz, T. L. (1998). An examination of violence and gender role portrayals in video games: Implications for gender socialization and aggressive behavior. <i>Sex Roles</i>. 38(5).</p> <p>Gonzalez-Mena, J. (2010, July 10). The media as an influence on socialization. Retrieved from http://www.education.com/reference/article/media-as-influence-socialization/</p> <p>Lewin, T. (2008, November 19). Teenagers' internet socializing not a bad thing. <i>New York Times</i>. Retrieved from http://www.nytimes.com/2008/11/20/us/20internet.html?_r=2&</p> <p>Stossel, J. (2015). Difference between boys and girls. Retrieved from http://abcnews.go.com/2020/story?id=123726</p> <p>Virtual explorations. (n.d.). http://wadsworth.cengage.com/sociology_d/virtual_explorations/C.html</p>	

Committee Member(s): Lisa Lee & Joshua Elliott, Ed.D.
Unit Title: Social Structure

Course/Subject: Sociology
Grade Level: 11 & 12
of Weeks: 3

Identify Desired Results

Common Core Standards

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-LITERACY.RI.11-12.7

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

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.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.RI.11-12.7

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

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> All societies have a framework that affect their political, economic, and social systems. 	<ul style="list-style-type: none"> How do societies develop political, economic, and social systems? Why do societies classify people into different groups?
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> the difference between your ascribed status and your achieved status your role important to the function of social structures some common types of social interaction- positive and negative the purpose of a bureaucracy <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> Identify and describe the two major components of social structure. Analyze how these two components of social structure affect human interaction. Identify the most common types of social interaction. Distinguish between types of interactions that stabilize social structure and those that can disrupt it. Identify and describe the types of societies that exist in the world today. Explain the types of roles individuals play in these models of group systems. Summarize the major features of primary and secondary groups. Explain the purposes that groups fulfill. Explain how bureaucracies are structured . Evaluate the effectiveness of bureaucracies. 	
Character Attributes	
<ul style="list-style-type: none"> Integrity Respect Responsibility 	
Technology Competencies	
<p>Students apply digital tools to gather, evaluate, and use information.</p> <ol style="list-style-type: none"> Plan strategies to guide inquiry Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media Evaluate and select information sources and digital tools based on the appropriateness to specific tasks Process data and report results <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <ol style="list-style-type: none"> Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media Communicate information and ideas effectively to multiple audiences using a variety of media and formats 	

- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

Develop Teaching and Learning Plan

Teaching Strategies: <ul style="list-style-type: none"> • Teacher presentation 	Learning Activities: <ul style="list-style-type: none"> • Cooperative Learning Groups • Collect, evaluate, and graph data
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Assessments

Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Students will be able to evaluate how America's social structure has changed by reading primary sources of manners in the early 1800s and compare to now.</p> <p>Role: Sociologist</p> <p>Audience: Class members</p> <p>Situation: Compare/Contrast primary and secondary sources</p> <p>Product or Performance: A pamphlet, chart, and or graph</p> <p>Standards for Success: Rubric</p>	<ul style="list-style-type: none"> • Discussion Questions (DQ's) • Class discussions • Class presentations • Weekly reflections

Suggested Resources

Graf, J., & Gratch, E. (2011, August 17). Marx's social theory on class structure [Video file]. Retrieved from <https://www.youtube.com/watch?v=oqcMy3cOiW4>

Loggins, D. (2012). *From scrubbing floors to ivy league: Homeless student to go to dream college*/Interviewer: Vivian Kuo. [video]. Available from CNN.

Martin, D. (2013). The middle-class children who will be worse off than their parents. Retrieved from <http://www.dailymail.co.uk/news/article-2457438/Middle-class-children-worse-parents.html>

N.A. (2012, April 25). Social class in the United States America. [Video file]. Retrieved from <https://www.youtube.com/watch?v=YIm5AynAbx0>

People like us. (n.d.). Retrieved from <http://www.pbs.org/program/people-like-us/>

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Committee Member(s): Lisa Lee & Joshua Elliott, Ed.D. Unit Title: Inequality	Course/Subject: Sociology Grade Level: 11 & 12 # of Weeks: 2
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Identify Desired Results

Common Core Standards

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-LITERACY.RI.11-12.7

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

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and

information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.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.RI.11-12.7

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

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none">• Inequality is affected by government institutions, values of society, morality, and cultural factors.• Several factors determine social mobility and stratification in society.	<ul style="list-style-type: none">• Why do people judge people based on their status in society?• How are people classified in society?• What roles do race, ethnicity, gender, age and health play in social inequality?

Expected Performances
What students should know and be able to do

Students will know the following:

- Social inequality is the unequal sharing and/or access to the resources needed satisfy an individual's wants and needs
- There are a multitude of dimensions on which individuals can be unequal
- America has a very well defined class system with fairly rigid criteria for entrance and exit.

Students will be able to do the following:

- Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development
- Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings
- Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world
- Describe how different political systems define and protect individual human rights
- Explain and analyze how different political and social movements have sought to

- mobilize public opinion and obtain governmental support in order to achieve their goals
- Evaluate the ways in which public opinion can be used to influence and shape public policy
- Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Connecticut, the United States, and the world
- Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled

Character Attributes

- Integrity
- Honesty
- Integrity

Technology Competencies

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher led PowerPoint/Discussion

Learning Activities:

- Classroom Discussion based on primary sources
- Compare/Contrast Inequality in Society
- Debate- How do we end inequality between men and women?

Assessments

Performance Task(s)

Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)

Other Evidence

Application that is functional in a classroom context to evaluate student achievement of desired results

Goal: Students will be able to research, analyze, and evaluate data about gender inequality. They will then predict what gender inequality will

- Discussion Questions (DQ's)
- Class discussions
- Class presentations
- Weekly reflections

<p>look like 50 years from now.</p> <p>Role: Sociologist</p> <p>Audience: Class members</p> <p>Situation: Use research methods to analyze data and predict future behaviors.</p> <p>Product or Performance: Presentation to the class</p> <p>Standards for Success: Rubric</p>	
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Suggested Resources

BBCNews. (2014, March 26). What stands in the way of women being equal to men. [YouTube]. Retrieved from <https://www.youtube.com/watch?v=ayj9EVc2ZLI>

McGrath, C. (2011, January 7). The study of males (or man). *New York Times*. Retrieved from www.nytimes.com

Motoko, R. (2014, March 21). School data finds pattern of inequality along racial lines. *New York Times*. Retrieved from www.nytimes.com

N.A. (2014, December 7). Racism in America. [YouTube]. Retrieved from <https://www.youtube.com/watch?v=b5Y9CswZUwU>

Movie- Freedom Writers