

Unit 1: Theories and Culture

Content Area: **Social Studies**
Course(s): **SOCIOLOGY**
Time Period: **Marking Period 1**
Length: **6 weeks**
Status: **Published**

Standards

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Social Studies Standards

SOC.9-12.1	The Sociological Perspective and Methods of Inquiry
SOC.9-12.1.1	Students will identify sociology as a scientific field of inquiry.
SOC.9-12.1.2	Students will compare and contrast the sociological perspective and how it differs from other social sciences.
SOC.9-12.1.2.3	Sociological imagination
SOC.9-12.1.3	Students will evaluate the strengths and weaknesses of the major methods of sociological research.
SOC.9-12.1.3.3	Observations
SOC.9-12.1.4	Students will identify, differentiate among, and apply a variety of sociological theories.
SOC.9-12.1.4.1	Functionalist perspective
SOC.9-12.1.4.2	Conflict theory
SOC.9-12.1.4.3	Symbolic interaction
SOC.9-12.2.1	Students will describe the components of culture.
SOC.9-12.2.1.2	Material culture
SOC.9-12.2.1.3	Subcultures
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.2.2	Cultural relativity
SOC.9-12.2.2.4	American values

Writing Standards

LA.11-12.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.11-12.CCSS.ELA-Literacy.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.11-12.CCSS.ELA-Literacy.WHST.11-12.1e	Provide a concluding statement or section that follows from or supports the argument presented.

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Transfer Goals

Transfer Goals

To understand the theories of Sociology and how they apply to everyday life. Using the three theories students will acquire the knowledge and be able to apply them to society as a whole so that they will understand the importance of interactions of people, culture, and the environment and how that has shaped American society. This will also enable the students to be productive citizens in a global world. Students will also expand their cultural knowledge by investigating different cultural universals and how they effect the world around us.

Concepts

Essential Questions

- Are there universally held values and customs?
- How are American values reflected in the media?
- How can society be viewed through various theoretical perspectives?
- How do beliefs and values of a culture affect individuals and society?
- How does human behavior reveal human nature?
- What are the benefits and challenges of a diverse society?
- Who are the major contributors to the development of sociology?
- Why should we study sociology and what does it teach us?

Understandings

Students will understand:

- Beliefs and Material Culture: Beliefs and Physical Objects
- Norms and Values: The rules we live by
- The role of Theoretical Perspectives
- Analytical questioning that helps create a purpose for research
- Conflict Perspective
- Folkways, Mores and Laws
- Functionalism
- Symbolic Interaction
- Values in the U.S.

Critical Knowledge and Skills

Knowledge

Students will know:

The Sociological Perspective

Acquiring a sociological imagination

Three theories of Sociology

Origins of Sociology

Sociology in America

Culture vs. Society

Components of Sociology

The difference between norms, values, folkways and mores

Understand the role of ethnocentrism and cultural relativism

Identify similarities in cultures around the world by comparing cultural universals.

American value system

Social Change

Skills

Students will be able to:

-

- Analyze cultural universals and how they apply to the world
- Apply the 5 Components of culture
- Know the American value system
- Understand how American values change
- Apply the 6 sources of social change
- Define Sociology
- Describe how language and culture are related
- Distinguish Sociology from other social sciences
- How ethnocentrism and cultural relativism effects our culture
- Identify Standard American values and new values
- Identify the three major theoretical perspectives
- Outline contributions of the major pioneers

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Activity: Analyzing the role of ethnocentrism in our country using film clip

- Activity: Body Ritual of the Nacerima
- Activity: Colonial norms and values
- Activity: How media influences our values system
- Analyzing Case studies
- Cultural Concept Project
- Reading: The MacDonalidization of Society
- Sociological Observations
- Speed Discussion

School Summative Assessment Plan

- Class Discussion
- Essay
- Quizzes
- Tests

Primary Resources

- Essentials of Sociology:A Down to Earth Approach
- Sociology: The Study of Human Relationships

Supplementary Resources

<https://www.youtube.com/watch?v=1xTx8kMiScw>

<https://www.youtube.com/watch?v=r6eTr4ldDYg&feature=related>

<http://arcgis.mla.org/mla/default.aspx>

www.ted.com/talks/dalia_mogahed_what_do_you_think_when_you_look_at_me

Commercials and Values:

<http://www.youtube.com/watch?v=UwY67LYzH7Q>

https://www.youtube.com/watch?v=oS3W5vf_RQw

<https://www.youtube.com/watch?v=kPK8B7IiHTo>

<https://www.youtube.com/watch?v=iYhCn0jf46U>

<https://www.youtube.com/watch?v=E4NMAcTfcjQ>

https://www.youtube.com/watch?v=ji-OakeO_ME

Technology Integration and Differentiated Instruction

Technology Integration

Google Classroom – used for daily interaction with students, covering a vast majority of different educational resources (submission of primary source readings, submission of drafts for technical essays)

One to one student laptops – all students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson or topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning
- Intermediate
- Advanced
- All assignments will be created/translated in the student's native language.

- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects
- Clarification of directions and instructions
- Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH -

- Analyzing data from observations

SCIENCE -

ENGLISH -

- Theories of Sociology and how it was formed during the French Revolution. Conflict theory formed by Karl Marx. American Sociology and how it was formed after the Industrial Revolution. The importance of Protestant Ethic and the Spirit of Capitalism Section of Communist Manifesto.

WORLD LANGUAGES -

- How language is a major component of culture

VISUAL/PERFORMING ARTS -

- Cultural Universals: Music, Food, Dance. Tattoos as symbols

APPLIED TECHNOLOGY -

- **CRP2** – Reading maps and graphs and apply this knowledge to the growth of Sociology in the United States.
- **CRP11** – Students are given the option to use a variety of technological templates to complete projects and assessments.

BUSINESS EDUCATION -

- **CRP5** – Assess how Functionalism, Conflict and Interactionism has a negative and positive impact on our economy.

GLOBAL AWARENESS -

- How Sociology affects our world and our cultures.
- Using cultural universals to explain cultural concepts.

Learning Plan / Pacing Guide

Week 1:

To understand why we study Sociology and how it "fits into the study of Social Sciences.

Present theoretical perspectives and how they were developed. Students will learn the difference between Functionalists, Interactionists and Conflict theorists. **Activity:** "Speed Discussion"

Present theoretical perspectives and how they were developed. Students will learn the difference between Functionalists, Interactionists and Conflict theorists.

Discuss examples of sociological imagination and its importance in the development of Sociology.

Week 2:

Students will learn the difference between Functionalists, Interactionists and Conflict theorists. I will be in a I&RS meeting for the afternoon class, so they will be reading to articles about the study of Sociology, **Sociology in the Global Community: *Your Morning Cup of Coffee and Surveying Cell Phone Users.***

Discussions of symbols and how they have changed throughout the years. They will develop a list of historical symbols or gestures that were and are popular. This will be used as a foundation to discuss how symbolic

interaction has changed over time.

Viewing pictures of different symbols and we can use them to explain a society

Students will read "*Looking at Sports in Three Theoretical Perspectives*" then work in pairs to discuss the article and come up with a consensus on which theory they support.

Week 3:

Sociological Observations (3 days) Pre-assessment questions.

Students will be visiting classrooms within the building to make observations on the actual room. What symbols are present? Is the room neat? Are there sayings of encouragement on the walls? This helps them to understand the interactionist theory and to gather data for further research.

Students will compile their data from the observations and form hypotheses on their findings. Post assessment: must have to answer a series of questions about the observations.

Quiz on theories

Week 4:

How culture is viewed by Sociologists and what components make up our culture and other cultures.

Students will be discussing what Material and Non Material culture is and how it defines a society. They will then look at the definitions of values and norms and how that is demonstrated in our society.

Activity: They will work in pairs and read different scenarios and decide whether they are values or norms (Colonial Norms and Values)

With a partner students will analyze Horace Miner's sociological case study "Body Rituals of the Nacirema" Individually students will write a brief article of another aspect of the Nacirema. **The document will be uploaded on Google Classroom for students to read. (2 days)**

Week 5

Students will be discussing the three levels of culture. Cultural traits, complexes and patterns. They will be choosing a subject that has meaning to themselves and breaking it down to these three levels and their sub-levels. They will be given instructions for their presentations. (3 days) This is done in class because it can be confusing.

Students will be describing what ethnocentrism is and we will be viewing a clip from the movie "My Big Fat Greek Wedding" They will then read a small NY Times article that encapsulates cultural relativism and we will compare the two.

Students will be creating a list of 5 values that teenagers share in America today. After creating the list, we will compare these to what America sees as their values.

Week 6

Students will be discussing Self-fulfillment and how this has become a new American Value...will be viewing commercials and analyzing how they change our value system.

Activity: Students will be given a chart and after they watch the commercials they will identify what value the media is trying to project and what the economic cost and social costs are.

Students will be in groups of 2 and will be making lists of positive and negative sanctions used by parents, teachers and other authority figures. Then they will come up with trends in fashion and fads. How have they changed through the years as our values have changed.

Test on Theories and Culture

Unit 2: Family and Education

Content Area: **Social Studies**
Course(s): **SOCIOLOGY**
Time Period: **Marking Period 1**
Length: **6 weeks**
Status: **Published**

Standards

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Social Studies Standards

SOC.9-12.1.3	Students will evaluate the strengths and weaknesses of the major methods of sociological research.
SOC.9-12.1.3.1	Surveys and interviews
SOC.9-12.1.3.3	Observations
SOC.9-12.2.3	Students will evaluate important social institutions and how they respond to social needs.
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.3.1	Students will describe the process of socialization across the life course.
SOC.9-12.3.1.1	Primary agents of socialization: family, peers, media, schools, and religion

Writing Standards

LA.11-12.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.11-12.CCSS.ELA-	Draw evidence from informational texts to support analysis, reflection, and research.

Literacy.WHST.11-12.9

LA.11-12.CCSS.ELA-
Literacy.WHST.11-12.1d

LA.11-12.CCSS.ELA-
Literacy.WHST.11-12.1e

LA.11-12.CCSS.ELA-
Literacy.WHST.11-12.2c

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from or supports the argument presented.

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.

Life Literacies and Key Skills

TECH.9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

TECH.9.4.12.CI.3

Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Transfer Goals

Transfer Goals

Students will be able to understand that in all societies family is the most important institution and that the conventional family is undergoing change and how that effects society. What are the new families of today?

Students will be able to see the changes also in education and how bureacratic it has become and how that affects the learnng process. How education is viewed by the three theoretical perspectives. How is the United States responding to 21st century needs and the impact technology has made on education.

Concepts

Essential Questions

- How do the three major sociological perspectives view the role of education in societies
- How does marriage differ across cultural barriers
- How has technology changed families?
- How has the goal and nature of the public education system in the US changed over time in response to cultural and ideological changes

- What part do family roles play in social structures
- Why are family related concerns-such as divorce and child care-viewed as primarily as personal problems rather than societies concerns
- Why is education important to social mobility

Understandings

- How families and marriages are across cultures
- Evolution of family through the years
- Have an awareness of family patterns
- How through the development and structure of education, children are taught values, norms, beliefs and attitudes
- The ability to recognize that the family is the core of human social life.
- The breakdown of families...Nuclear, Extended and Kinship systems
- The comparison the education in the US and abroad.

Critical Knowledge and Skills

Knowledge

Students will know:

Defining the Family

Patterns of Family structure

Marriage and choosing a mate

Media and the family

Theoretical Perspectives and the Family

Functionalism

Conflict

Interactionism

Changes in Marriage and Family

Development and structure of education

Manifest and Latent functions of education

Conflict and inequality in education

Hidden Curriculum and social control

Alternatives to public school

Skills

Students will be able to:

- Analyze the families roles in developing values and norms
- Compare and contrast views of the major perspectives
- Describe types of family structure and norms for marriage arrangement
- Discuss schools as bureacracies
- Discuss the future of the family in the United States
- Distinguish the role of the Media and how it affects family values, religion and education
- Evaluate merit-based education
- How do we socialize students
- Outline the basic functions of education
- Theories in education

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Activity: Changes in Family through television
- Activity: Marriage Survey
- Activity: Shift Happens: Technology and families
- Analyze case studies on education
- Analyzing case studues
- Design your own classroom
- Evolution of school
- Freedom Writers and Accompanied questions
- Guest speaker: Teacher who taught in Japan
- Project: Education in America
- Sociological imagination and marriage
- The Evolution of Family Structure and Values through Television

- Waiting for Superman and questions
- Youtube video on Family structure

School Summative Assessment Pan

Test

Quizzes

Class Discussion

Essay on Education: What is the most pressing problem in Education today?

Essay on Family: How has technology impacted you and your family dynamics?

Primary Resources

- Sociology: The Study of Human Relationships
- Essentials of Sociology:A Down to Earth Approach

Supplementary Resources

www.youtube.com/watch?v=sTxwIXJiv-Y

Changes in Family through Media

<http://www.youtube.com/watch?v=U-uh3XbUMfY> –Donna Reed

<http://www.youtube.com/watch?v=Dxa1H5Y-Rto> –My Three Sons

<https://www.youtube.com/watch?v=1aSzTVrP5FQ> _ Modern Family

<https://www.youtube.com/watch?v=ppQ8npl6x28> Fresh Prince of Bel Air

<https://www.youtube.com/watch?v=f2oHMze7RwY> -Blackish

<http://www.cnn.com/videos/us/2015/03/17/digital-shorts-parenting-transgender-child-orig.cnn> - Transgender

Forms of Polygamy

•https://www.youtube.com/watch?v=pIteYji6t_g

Technology and Family

https://www.youtube.com/watch?annotation_id=annotation_1871640555&feature=iv&src_vid=XrJjfDUzD7M&v=uqZiIO0YI7Y

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Technology Integration and Differentiated Instruction

Technology Integration

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- Provide grading rubrics
- Model examples for projects
- Clarification of directions and instructions
- Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Analyzing data from observations

SCIENCE - Family Health and nutrition. The study of marriage and the statistics that support its decline in the United States

SOCIAL STUDIES - The development of education in the world and United States

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY - Nutrition and the family. The role of education and nutrition in schools

BUSINESS EDUCATION - How the status quo affects the quality of education

GLOBAL AWARENESS - How family and education has changed throughout the world and the impact it has on societies.

Learning Plan / Pacing Guide

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Week 1:

Discussion/notes

Students will be discussing the family unit...what is a traditional family in different cultures. They will be reading the article, *One Wife, Many Husbands: The Nyinba*.

Students will be looking at video clips of family shows throughout the years...Donna Reed Show, My Three Sons, and then on how they are perceived now...Modern Family, Blackish
How has society changed and how is it reflected in the media?

Students will develop questions for the marriage survey and the surveys will be passed for the students to gather their information. They will be discussing Descent patterns in families.

Week 2:

Discussion/notes

Marriage Survey will be concluded. Students will graph their results and form hypothesis on the responses (2 days)

Students will be reading two analysis : *Divorce in the Military and Arranged Marriages*. After they read the articles they will reflect how these two articles compare to their marriage results

Students will be discussing the various ways individuals look at marriage and how they decide on where they should live

Week 3:

Students will be discussing the functions of the family and how they play a role in Society

Students will be using a graphic organizer to study the 6 family trends that are going on in the United States...how have they changed over the years. (2 days)

Students will be discussing how technology has effected family life. They will be viewing a clip called "Shift Happens" They will then be reading an article about Technology and will be writing an in-class essay about how lifestyles and technology have affected the family in the 21st century.

Week 4:

Watch cartoon of Goofy, to see how education was perceived in the 1950's...the students will be asked the question: How does America view the educational system today? Students will discuss the Functionalist view of education.

What is a manifest and latent function? Students will be using KWL Perspective on Education.

Students will be asked the question: How does America view the educational system today? Students will discuss the Conflict view of education.

What is a self-fulfilling prophesy? Students will be discussing interactionists theories and how they view student-teacher relations.

Week 5:

What do you think "hidden curriculum" is? Students will be discussing the conflict perspective of education. Scenes from *Waiting for Superman*. (2 days)

What is a self-fulfilling prophesy? Students will be discussing interactionists theories and how they view student-teacher relations.

Students will be broken up into partners and will be assigned a part of the school to redesign. They will be able to log onto two websites to get a blueprint and will first look at a video on Google about students who did this. They will then list 10 attributes that they believe would make a perfect school environment.

Week 6:

Students will choose which theory they agree with...Functionalists, Conflict or Interactionists. They will then develop a presentation to advertise their theory. They must include elements of the theories and also a headline that exemplifies the theories beliefs in education. (2days)

Argumentative Essay: What do you think is the most important issue facing American schools today?

Movie: Freedom Writers - analysis of the movie..Which theory does it represent?

Unit 3: Race and Deviance

Content Area: **Social Studies**
Course(s): **SOCIOLOGY**
Time Period: **Marking Period 2**
Length: **6 weeks**
Status: **Published**

Standards

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Social Studies Standards

SOC.9-12.1.4	Students will identify, differentiate among, and apply a variety of sociological theories.
SOC.9-12.1.4.1	Functionalist perspective
SOC.9-12.1.4.2	Conflict theory
SOC.9-12.1.4.3	Symbolic interaction
SOC.9-12.3	Social Relationships: Self, Groups, and Socialization
SOC.9-12.3.1.2	Deviance and conformity
SOC.9-12.4	Stratification and Inequality
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality
SOC.9-12.4.2	Students will analyze the effects of social inequality on groups and individuals.
SOC.9-12.4.2.2	Social problems
SOC.9-12.4.3	Students will explain the relationship between social institutions and inequality.
SOC.9-12.4.4	Students will assess responses to social inequality.

Writing Standards

LA.11-12.CCSS.ELA-Literacy.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
LA.11-12.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.11-12.CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.11-12.CCSS.ELA-Literacy.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.11-12.CCSS.ELA-Literacy.WHST.11-12.2b	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.

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Transfer Goals

Transfer Goals

Students will be able to explain definitions particular to race, ethnic groups, prejudice and minorities. They should be able to analyze how race, ethnicity and deviance are a product of our society and is affected by outside stimuli. Students will be able to recognize that deviance is a violation of social norms and that it has both positive and negative connotations in society.

Concepts

Essential Questions

- What makes a behavior deviant
- How do world events affect or change group behavior?
- How does human behavior reveal human nature?
- How does society identify and deal with criminal behavior?
- What are the three theories of deviance?
- What are the two major sources for crime statistics in the U.S.?
- What roles do gender, age and race play in our behavior and interactions with each other?
- • How do race and ethnicity affect group behavior?

Understandings

- Conflict Theory and Deviance
- Conflict and Control Theory
- Crime and Punishment
- Deviance and class system are mutually interchangeable
- Hate Crimes and Stereotypes
- How society defines and discourages deviant behavior
- Labeling Theory
- Minority Groups in the United States
- Minority, Race and Ethnicity
- Pattern of Minority Treatment
- Racial and Ethnic Relations
- Social Control
- Strain Theory
- Theories of Prejudice and Discrimination
- Three Theories Approach to Race, and Discrimination

Critical Knowledge and Skills

Knowledge

Students will know:

- Crime and Deviance
- Describe what sociologists mean by terms of race, ethnicity and minority
- Deviance and Social Control
- Deviance and Social Diversity
- Difference between Legal and Institutionalized Discrimination
- Discuss difference between prejudice and discrimination
- Discuss patterns of racial and ethnic relations
- How do people come to be considered deviant?
- How the three theories view deviance
- Racial Grouping
- Sociological definition of Deviance
- Sociological definition of Race
- The Criminal Justice System
- Understand patterns of minority treatment

Skills

Students will be able to:

- Analyze the patterns of racial and ethnic relations
- Analyze the positive and negative consequences of deviance
- Analyze why racial grouping occurs
- Define Anomie
- Define Deviance
- Define Race, Ethnicity and Minorities
- Define Social Control
- Differentiate between prejudice and discrimination
- Discuss the criminal justice system
- Explain how functionalists, conflict, and symbolic interactionists view racial minorities
- Understand deviance and inequality
- Understand the differences between the three theories in reference to Deviant behavior

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Activity: A Girl Like Me
- Activity: FBI Crime Statistics
- Activity: FBI Crime Statistics
- Activity: Power of Illusion
- Activity: There Ought To Be A Law
- Analyze Case Studies
- Create Childrens Book on Race and Discrimination
- Discussion on Minority Treatment
- Essay: Deviance and the Media
- Guest Speaker: Resource Officer on Deviant behavior and Criminal Justice System
- Movie: Catch Me if you Can - Is this an innovator
- Racial Grouping: Fingerprinting
- Students will read excerpt from Blue Eyed and Brown Eyed Minority..I will then read the Dr, Suess book The Sneetches
- View Mighty Times

School Summative Assessment Pan

- Children's Book
- Class Discussion
- Essay
- Quiz
- Test

Primary Resources

- Essentials of Sociology:A Down to Earth Approach
- Sociology: The Study of Human Relationships

Supplementary Resources

Book: *Warriors Don't Cry*

Book: *The Sneetches*

U.S. Government's Current Definitions for Racial and Ethnic Groups

Race: The Power of Illusion

http://www.pbs.org/race/002_SortingPeople/002_00-home.htm

Little Rock Nine

<https://www.youtube.com/watch?v=oodolEmUg2g>

Video: *Mighty Times*

Video: *Catch Me if You Can*

Understanding Grace:

<http://understandinggrace.org/home.html>

Ben and Jerry's Mission Statement

www.benjerry.com/activism/mission-statement/

Jim Jones and People's Temple

<https://www.youtube.com/watch?v=jpWr45bKWpE>

FBI Website

<http://www.fbi.gov/>

<http://www.teachertube.com/video/violence-in-america-14735>

Domestic Violence

<http://www.usdoj.gov/ovw>

Technology Integration and Differentiated Instruction

Technology Integration

Google Classroom – used for daily interaction with students, covering a vast majority of different educational resources (submission of primary source readings, submission of drafts for technical essays)

One to one student laptops – all students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson or topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

SCIENCE - Statistics involving research on deviant behavior and racial relations

ENGLISH - Using the book *Warriors Don't Cry* to emphasize racial injustice in our country before Civil Rights

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - To understand the interconnection between all of Societies and how each country deals with race, ethnicity and minority treatment. The comparison between countries in reference to gun violence, domestic abuse, racial inequality, and the treatment of illegal immigrants.

Learning Plan / Pacing Guide

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Week 1:

Discussion /notes

Students will be placed in groups and do a series of questions and charts on how we as a country have been discriminatory towards different ethnic groups. This will be a lead in to our Race unit. It is an exercise in not only in discrimination but on critical thinking because it encompasses their historical and their 21st century knowledge.

Read *Can a Plane Ride Change Your Race?* Article about how Brazil classifies Race, then using PBS website students will be Racially grouping people only by site, then answering a series of questions.

Students will be placed in groups by fingerprints, color of skin and certain physical abilities...they then will answer a series questions about their findings.

*Students will be viewing *Mighty Times*, the story about race relations in the 1960's and answering a series of discussion questions.*

Week 2:

Discussion/notes

Students will read excerpt from *Blue Eyed and Brown Eyed Minority*. I will then read the Dr. Seuss book *The Sneetches*, then ask students to state the theme of the story and relate it to the experiment described in the article Blue or Brown Eyed Minority.

Students will be receiving instructions on their Alternative Assessment. They will be placed in groups of two, or they can do this individually to write and illustrate a children's book to teach young children about prejudice and discrimination. **(3 days)**

Week 3:

Discussion/notes

Students will be looking at the nine divisions of minority grouping, these are groups that have historically been the recipients of prejudice and discrimination.

Graphic organizer on African Americans, Chinese, Japanese, Native Americans, and Hispanics

Students will be organizing these minority groups to fit into minority patterns (ex, assimilation, population transfer)

Week 4:

Discussion/notes

Warm-Up: What is Deviant Behavior? Students will read Mission statement from Ben and Jerry's Ice Cream company. It is considered deviant by the economic community.

Who chooses what is considered deviant? Students will discuss what is social control and how people take on deviant behavior. Students will be in groups and list what they consider deviant behavior. Students will be reading an article on Shaming and if it is an effective punishment.

Examining Functional analysis and clarifying norms. How do we know what rules to follow? Students will be looking at cults and why people join them. Viewing a series of tapes on Jim Jones.

Week 5:

Discussion/notes

Students will be reading two different articles on behavior and then comparing them with F.B.I. Crime statistics. Comparing Statistics and analyzing results (**2 days**)
Officer Jiles (Resource Officer) is guest speaker.

Analyzing the Criminal Justice System

Week 6:

Discussion/ notes

Students will be watching the movie "Catch Me if You Can" and will conclude with a review to identify the characteristics of an innovator.

Essay on Deceit and the Media

