

# Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

## Sociology Course Syllabus

### Course Overview:

Sociology focuses on the systematic understanding of social interaction, social organization, social institutions, and social change. Major themes in sociological thinking include the interplay between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life. Understanding sociology helps discover and explain social patterns and see how such patterns change over time and in different settings. By making vivid the social basis of everyday life, sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life.

Carefully chosen topics from the major schools of sociological thought will not only help students achieve a basic knowledge of sociology, but more importantly a better understanding of themselves and the world around them. The class strives to meet the New Jersey Core Curriculum Content Standards' mission of providing learners with the "knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age."

The course content below follows the [ASA National Standards for High School Sociology](#).

### Course Content and Outline:

	Topics	Timeline
Unit 1: The Sociological Perspective & Methods of Inquiry	Introduction to Sociology Sociological Imagination Sociological Perspectives Research in Sociology	September/January

Unit 2: Social Structure: Culture, Institutions, & Society	Culture Language Norms, Folkways, Mores, & Laws Subcultures & Countercultures Cultural Universals & Cultural Particulars Cultural Change	October-November/February-March
Unit 3: Social Relationships: Self, Groups, & Socialization	Socialization Agents of Socialization Social Statuses & Roles Social Groups Deviance Crime & Crime Statistics	November-December/April-May
Unit 4: Stratification & Inequality	Social Stratification Social Mobility Distribution of Wealth & Income Race & Ethnicity Gender Roles Feminism	December-January/May-June

### **Course Expectations and Skills**

- Develop scientific attitudes and skills, including critical thinking, problem solving, and an appreciation for scientific methodology
- Recognize the diversity of individuals who advance the field
- Explore multicultural and global perspective that recognizes how diversity is important to understanding sociology
- Possess ability to relate sociological knowledge to everyday life
- Identify how sociology can be useful in addressing a wide array of issues, from individual to global levels
- Show the relevance and reality of structural factors in social life
- Place an issue in a larger context (identify systemic elements; identify stakeholders; list unintended consequences)
- Describe, explain, and predict aspects of social problems
- Debunk individualistic explanations of behavior and identify social patterns
- Recognize the difference between sociological explanations
- Recognize the difference between empirical and normative statements
- Identify and offer explanations for social inequality
- Perform a content analysis of texts or news to identify possible sources of bias

- Transform a topic of interest into a researchable, sociological question
- Describe the elements of the scientific method in the social sciences
- Understand basic elements of an ethical code of conduct for sociologists
- Evaluate the methodological processes and limits of research (e.g., bias, generalizability)
- Critically assess web sites and electronic resources
- Distinguish levels of analysis
- Posit intervening factors and spurious relationships in social life
- Show awareness of probabilities and contingencies
- Recognize that counterfactual anecdotes do not invalidate sociology
- Understand the intersection of biography and history
- Take the role of the other
- Describe various career trajectories for sociologists at different degree levels; where sociologists work and what they do
- Position personal life choices and chances in a demographic context
- Compare and contrast one's own context with those in other parts of the U.S. and the world
- Describe the tension between generalization and stereotyping; social forces and determinism
- Appreciate the role of human agency in social change

### **Materials Needed:**

- Chromebook
- Notebook and/or three-ring binder with lined paper (as needed)
- Daily planner/Student organizer
- Pen or pencil

### **Resources**

*Sociology: A Brief Introduction* 14e HS (Richard T. Schaefer)

### **Grading Scale**

Students will earn their grades based on the following categories of assignments:

- Major Assessments: 35%
- Minor Assessments: 25%
- Classwork/Participation: 40%

### **Teacher Information**

TBA

# Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

## Sociology Unit 1

### The Sociological Perspective & Methods of Inquiry

**Updated:** August 2023

#### Unit Overview:

*This unit introduces students to the study of sociology and the sociological perspective. Sociology's core theoretical and methodological content distinguishes it from other social sciences. By examining social constructions of reality and the impact of social context on human behavior, students begin to develop a sociological perspective, or sociological imagination. Students will become familiar with the major theoretical perspectives—functionalism, conflict theory, and symbolic interactionism—and learn to apply them in order to better understand social behavior and its consequences. Students will learn about methods of sociological research and advance their analytic skills by recognizing strengths and weaknesses of each theoretical and methodological approach.*

#### Essential Questions

1. What is sociology?
2. What is gained by using the sociological imagination?
3. How and why has the study of sociology developed over time?
4. Why is recognizing varying perspectives important?
5. What is the role played by the three sociological perspectives?
6. Why is it important to utilize the scientific method in sociology?
7. What is the best method of research in sociology?
8. Why must sociologists follow a code of ethics when conducting research?

#### Enduring Understandings

1. Although it is frequently confused with anthropology and psychology, sociology is the scientific study of social structure. It assumes a group, rather than an individual, perspective.
2. Using the sociological imagination enables individuals to see the relationship between events in their personal lives and events in their society.
3. Sociology is a young science – it started with the writings of key European scholars such as Auguste Comte and Karl Marx, and Jane Addams and W.E.B. DuBois helped to focus America's attention on social issues.
4. A perspective is a particular point of view. Sociologists must take various perspectives into account, for people's perspectives greatly influence their attitudes, beliefs, and

	<p>actions.</p> <ol style="list-style-type: none"> <li>5. Sociology includes three major theoretical perspectives, which frequently conflict with one another. Taking all three perspectives into account enables us to see most of the important dimensions of human social behavior.</li> <li>6. The sociologist has a commitment to use the scientific method in order to ensure maximum objectivity and consistency in researching a problem.</li> <li>7. Although there are many methods of research that sociologists can utilize, the selection requires creativity and ingenuity because it directly influences both the cost of the project and the amount of time needed to collect the data.</li> <li>8. Because most sociological research uses people as sources of information, sociologists must follow a code of ethics in order to maintain integrity in research.</li> </ol>
--	--

**Vocabulary (Key Terms) - Tier 2 and 3**

<ol style="list-style-type: none"> <li>1. Anomie</li> <li>2. Applied sociology</li> <li>3. Basic sociology</li> <li>4. Clinical sociology</li> <li>5. Conflict perspective</li> <li>6. Cultural capital</li> <li>7. Double consciousness</li> <li>8. Dysfunction</li> <li>9. Feminist perspective</li> <li>10. Functionalist perspective</li> <li>11. Global sociology</li> </ol>	<ol style="list-style-type: none"> <li>12. Globalization</li> <li>13. Ideal type</li> <li>14. Interactionist perspective</li> <li>15. Latent function</li> <li>16. Manifest function</li> <li>17. Natural science</li> <li>18. Nonverbal communication</li> <li>19. Queer theory</li> <li>20. Social capital</li> <li>21. Social inequality</li> <li>22. Social science</li> </ol>	<ol style="list-style-type: none"> <li>23. Sociological imagination</li> <li>24. Theory</li> <li>25. Applied sociology</li> <li>26. Causal logic</li> <li>27. Code of ethics</li> <li>28. Control group</li> <li>29. Control variable</li> <li>30. Correlation</li> <li>31. Dependent variable</li> <li>32. Experiment</li> <li>33. Experimental group</li> </ol>	<ol style="list-style-type: none"> <li>34. Hypothesis</li> <li>35. Independent variable</li> <li>36. Observation</li> <li>37. Qualitative research</li> <li>38. Quantitative research</li> <li>39. Random sample</li> <li>40. Reliability</li> <li>41. Scientific method</li> <li>42. Survey</li> <li>43. Validity</li> <li>44. Variable</li> </ol>
---	--	---	---

**Unit Learning Targets/Goals/Outcomes:**

<b>Learning Target</b>	<b>ASA - High School Sociology &amp; NJSL - Social Studies (when applicable)</b>	<b>CCSS</b>
------------------------	--	-------------

<ol style="list-style-type: none"> <li>1. Define sociology as a specific discipline.</li> <li>2. Describe the usefulness of the sociological imagination.</li> <li>3. Distinguish sociology from other social sciences.</li> <li>4. Analyze the importance of effective theories in sociology.</li> <li>5. Outline the contributions of the major pioneers of sociology.</li> <li>6. Summarize the development of sociology in the United States and around the world.</li> <li>7. Identify and evaluate the three major theoretical perspectives in sociology today.</li> <li>8. Describe the basic quantitative and qualitative research methods used by sociologists.</li> <li>9. Discuss basic research concepts, including variables and correlations.</li> <li>10. List the standards for proving cause-and-effect relationships.</li> <li>11. Explain the steps sociologists use to guide their research.</li> <li>12. Discuss ethics in sociological research.</li> </ol>	<ol style="list-style-type: none"> <li>1. SOC.9-12.1.1.1</li> <li>2. SOC.9-12.1.1.2</li> <li>3. SOC.9-12.1.1.3</li> <li>4. SOC.9-12.1.1.4</li> <li>5. SOC.9-12.1.2.1</li> <li>6. SOC.9-12.1.2.2</li> <li>7. SOC.9-12.1.2.3</li> <li>8. SOC.9-12.1.3.1</li> <li>9. SOC.9-12.1.3.2</li> <li>10. SOC.9-12.1.3.3</li> <li>11. SOC.9-12.1.3.4</li> <li>12. SOC.9-12.1.3.5</li> <li>13. SOC.9-12.1.4.1</li> <li>14. SOC.9-12.1.4.2</li> <li>15. SOC.9-12.1.4.3</li> </ol>	<ul style="list-style-type: none"> <li>● <a href="#">Literacy in History Standards</a></li> <li>● <a href="#">Writing in History Standards</a></li> </ul>
---	---	---

Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> <li>● What is Sociology? Activity</li> <li>● Unit 1 Vocabulary</li> <li>● “Comparing the Social Sciences” Article &amp; Discussion</li> <li>● Sociological Imagination &amp; Time Capsule Activity</li> <li>● Little Red Riding Hood Activity</li> <li>● Sociological Perspectives Activity</li> <li>● Perspective Meme Activity</li> <li>● Sociological Perspectives Assessment</li> <li>● Social Construction of Reality Activity</li> <li>● Social Problems Activity</li> <li>● How Does Sociology Relate to Other Sciences? Activity</li> <li>● How Do Sociologists Use the Research Process? Activity</li> <li>● How Are Statistics Used? Activity</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Sociology: A Brief Introduction</i>, 14th edition - Richard T. Schaefer (McGraw Hill, 2023)</li> <li>● Excerpt from “Outcasts United” - Warren St. John, 2009 (secondary source)</li> <li>● “The Third Place” (research analysis)</li> <li>● “Looking at Sports from Five Sociological Perspectives” (secondary source)</li> <li>● “Influencers Worldwide” (case study)</li> <li>● “Careers in Sociology” - Spalter-Roth et al., 2013 (secondary source)</li> <li>● “Effects of Vaping” - Helen Keane et al., 2017 (case study)</li> <li>● “Surveying Cell Phone Users” (research analysis)</li> <li>● “Comparing the Social Sciences: The</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Stanford History Education Group</a></li> <li>● <a href="#">Gilder Lehrman Institute of American History</a></li> <li>● <i>Sociology: A Brief Introduction</i> E-textbook &amp; online resources</li> </ul>

<ul style="list-style-type: none"> <li>• Qualitative Methods of Inquiry Activity</li> <li>• Student Designed Research Project</li> <li>• 'Freakonomics' Film Analysis</li> <li>• Super Bowl Sociology Assessment</li> </ul> <p>Folder of Lesson Resources</p>	<p>Example of Juvenile Delinquency” - James M. Henslin (secondary source)</p>	
---	---	--

<p><b>List of Accommodations and Modifications</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Special Education</a></li> <li>• <a href="#">504 Students</a></li> <li>• <a href="#">At Risk Students</a></li> <li>• <a href="#">ELL</a></li> <li>• <a href="#">Gifted and Talented</a></li> </ul>
--

Assessments:	
Formative	Summative
<ul style="list-style-type: none"> <li>• Daily warm-up questions &amp; discussion</li> <li>• Daily exit checks</li> <li>• Unit vocabulary assignments</li> <li>• Whole-class discussion during content lectures</li> <li>• Analysis of/response to case studies</li> <li>• EDpuzzle videos</li> </ul>	<ul style="list-style-type: none"> <li>• Sociological Perspectives Assessment</li> <li>• Super Bowl Sociology Assessment</li> <li>• Unit 1 Vocabulary Quiz</li> <li>• Student Designed Research Project (Major Assessment)</li> <li>• Unit 1 Test (Major Assessment)</li> </ul>

Interdisciplinary Connections
<p>English Language Arts</p> <ul style="list-style-type: none"> <li>• NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</li> <li>• NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</li> <li>• NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text</li> <li>• NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</li> </ul>

- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

#### Mathematics

- MP.2 Reason abstractly and quantitatively
- MP.3 Construct viable arguments and critique the reasoning of others
- MP.6 Attend to precision

#### Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

#### Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions, and history may influence personal responses to art

#### Technology and 21st Century Themes & Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations



## Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

## State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

# Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

## Sociology Unit 2

### Social Structure: Culture, Institutions, & Society

**Updated:** August 2023

#### Unit Overview:

*This unit introduces students to the core concepts that sociologists use to explain human social behavior, including how sociologists use culture and social structure to view the social world. Students will learn how to deconstruct and evaluate culture and social structure through social institutions, individual roles and statuses, and the process of change, considering multiple levels of analysis—global, societal, local and individual. Students will also examine both culture and structure as human creations that carry on from generation to generation.*

#### Essential Questions

1. What is culture?
2. How does language impact culture?
3. What are norms and values?
4. How do each of the sociological perspectives view culture?
5. How do cultures vary within a single nation or society?
6. In what ways are all cultures similar, and how are aspects of culture shared across the globe?

#### Enduring Understandings

1. Culture is the knowledge, values, customs, and physical objects that are shared by members of a society.
2. Language frees humans from the limits of time and place and allows us to create culture. Symbols, a key component of language, are used universally to communicate. According to the hypothesis of linguistic relativity, our idea of reality depends largely upon language.
3. Norms are the rules we live by that define appropriate and inappropriate behavior. They differ by culture and include folkways, mores, and laws. Values serve as the basis of norms.
4. Each of the sociological perspectives takes a different view on norms, values, and other aspects of culture that stem from their basic differences.
5. Subcultures and countercultures are parts of the dominant culture but whose values differ.

		6. Cultural universals such as economy, institutions, arts, language, environment, recreation, and beliefs are all part of any culture. Cultures change as a result of innovation, discovery, innovation, and diffusion from society to society.	
<b>Vocabulary (Key Terms) - Tier 2 and 3</b>			
1. Counterculture 2. Cultural capital 3. Cultural relativism 4. Cultural universal 5. Culture 6. Culture lag 7. Culture shock 8. Diffusion	9. Discovery 10. Dominant ideology 11. Ethnocentrism 12. Folkway 13. Formal norm 14. Informal norm 15. Innovation	16. Invention 17. Language 18. Law 19. Material culture 20. Mores 21. Nonmaterial culture 22. Nonverbal communication	23. Norm 24. Sanction 25. Society 26. Subculture 27. Symbol 28. Technology 29. Value

<b>Unit Learning Targets/Goals/Outcomes:</b>		
<b>Learning Target</b>	<b>ASA - High School Sociology &amp; NJSLs -Social Studies (when applicable)</b>	<b>CCSS</b>
1. Evaluate how basic the study of culture is to sociology. 2. Identify similarities in cultures around the world. 3. Understand the role of ethnocentrism and cultural relativism in society. 4. Explain how culture and heredity affect social behavior. 5. Describe how language and culture are related. 6. Explain the essential components of culture. 7. Evaluate how each of the sociological perspectives views culture. 8. Discuss how cultural diversity is promoted within a society. 9. Describe how cultures change and are shared across the globe.	1. SOC.9-12.2.1.1 2. SOC.9-12.2.1.2 3. SOC.9-12.2.1.3 4. SOC.9-12.2.2.1 5. SOC.9-12.2.2.2 6. SOC.9-12.2.2.3 7. SOC.9-12.2.2.4 8. SOC.9-12.2.3.1 9. SOC.9-12.2.3.2 10. SOC.9-12.2.4.1 11. SOC.9-12.2.4.2 12. SOC.9-12.2.4.3	<ul style="list-style-type: none"> <li>● <a href="#">Literacy in History Standards</a></li> <li>● <a href="#">Writing in History Standards</a></li> </ul>

## Unit Resources:

Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> <li>● Unit 2 Vocabulary</li> <li>● Components of Culture in “The Office” Activity</li> <li>● Breaking a Social Norm Project</li> <li>● “The Urinal Game” Social Norms Activity</li> <li>● Create Your Own Culture Assessment</li> <li>● Your Values vs. “American” Values Assignment</li> <li>● Cultural Variation Activity</li> <li>● Material and Nonmaterial Culture Activity</li> <li>● Language &amp; Culture Lesson</li> <li>● Cultural Change in a Yearbook Activity</li> <li>● Body Ritual Among the Nacirema Article Analysis</li> <li>● Media Activity</li> <li>● Science and Technology Activity</li> <li>● Music &amp; Culture Activity</li> <li>● Economic Systems Lesson</li> <li>● Government Lesson</li> <li>● Religion Lesson</li> <li>● Health Lesson</li> <li>● Education Lesson</li> <li>● ‘Gran Torino’ Film Analysis</li> </ul> <p>Folder of Lesson Resources</p>	<ul style="list-style-type: none"> <li>● <i>Sociology: A Brief Introduction</i>, 14th edition - Richard T. Schaefer (McGraw Hill, 2023)</li> <li>● “Symbolizing 9/11” (case study)</li> <li>● “A Culture of Cheating” (research analysis)</li> <li>● “How Millennials View the Nation: Racial and Ethnic Vantage Points” (research analysis)</li> <li>● “Life in the Global Village” (case study)</li> <li>● “Culture Encapsulated on an Island” (case study)</li> <li>● “On Becoming Male: Reflections of a Sociologist on Childhood and Early Socialization” - James M. Henslin (secondary source)</li> <li>● “On Becoming Female: Lessons Learned in School” - Donna Eder (secondary source)</li> <li>● “Body Ritual Among the Nacirema” - Horace Miner, <i>The American Anthropologist</i>, vol. 58, 1956 (case study)</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Stanford History Education Group</a></li> <li>● <a href="#">Gilder Lehrman Institute of American History</a></li> <li>● <i>Sociology: A Brief Introduction</i> E-textbook &amp; online resources</li> </ul>

### List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [ELL](#)
- [Gifted and Talented](#)

## Assessments:

### Formative

- Daily warm-up questions & discussion
- Daily exit checks
- Unit vocabulary assignments
- Whole-class discussion during content lectures
- Analysis of/response to case studies
- EDpuzzle videos

### Summative

- Breaking a Social Norm Project
- Cultural Change in a Yearbook Assessment
- Unit 2 Vocabulary Quiz
- Create Your Own Culture Assessment (Major Assessment)
- Unit 2 Test (Major Assessment)

## Interdisciplinary Connections

### English Language Arts

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

### Mathematics

- MP.2 Reason abstractly and quantitatively
- MP.3 Construct viable arguments and critique the reasoning of others
- MP.6 Attend to precision

## Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

## Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions, and history may influence personal responses to art

## Technology and 21st Century Themes & Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

## Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

## State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)

- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

# Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

## Sociology Unit 3

### Social Relationships: Self, Groups, & Socialization

**Updated:** August 2023

#### Unit Overview:

*This unit addresses students' needs to understand their social contexts in order to understand themselves. The processes of socialization and the social construction of self both begin before birth and continue throughout life. Students will examine how groups socialize the individuals within them. They will understand that not only does society influence groups and individuals, but also that groups and individuals influence society in a reciprocal fashion. When students understand the external forces that shape their life chances, they are better able to be critical thinkers and problem solvers and take effective and informed action as individuals.*

#### Essential Questions

1. What is socialization?
2. How do we develop and change various perceptions, feelings and beliefs about who we are and what we like?
3. What are the agents of socialization?
4. How do socialization and roles transition throughout the life course?
5. What is the difference between social interaction and reality?
6. What are the elements of social structure?
7. What is the difference between a formal organization and a bureaucracy?
8. How does social structure and social policy within organizations impact society?
9. What is deviance?
10. How is deviance controlled?

#### Enduring Understandings

1. Socialization is the pattern of behavior and attitudes that emerge throughout the life course.
2. Sociologists Charles Cooley, George Herbert Mead, Erving Goffman and psychologists Sigmund Freud and Jean Piaget have developed theories to explain how the individual develops and modifies the self as a result of social interaction.
3. The family, school, peer groups, mass media and technology, workplace, and religion all play a role in socialization.
4. Looking at socialization through a life course approach, sociologists and other scientists can examine the social factors that influence people throughout their lives, from birth to death, including gender and income.
5. Social interactions do not always follow social norms and can differ from reality.



11. What are the sociological perspectives on deviance?
12. What are the types of crime?
13. What are the statistics of crime rate and the death penalty in the United States?

6. Statuses, social roles, groups, social networks, and social institutions are the key elements to social structure.
7. A bureaucracy is a component of a formal organization that uses rules and hierarchical ranking to achieve efficiency.
8. Sociologists Emile Durkheim, Ferdinand Tonnies, and Gerhard Lenski developed ways to contrast modern societies with simpler forms of social structure.
9. Deviance is behavior that violates the standards of conduct or expectations of a group or society.
10. Deviance is controlled through sanctions, social obedience and conformity, informal and formal control, and laws.
11. Functionalism, Interactionism, Labeling perspective, and Conflict perspective explain the ways in which deviance is controlled in society.
12. A violation of criminal law for which penalties are invoked include victimless crime, professional crime, organized crime , white-collar and technology based crime, hate crime, and transnational crime.
13. The Federal Bureau of Investigation publishes yearly statistics of (8) indexes of crime, in addition to national rates of the death penalty by state.

### Vocabulary (Key Terms)

**Socialization and the Life Course Tier 2:** , gender role, generalized other, impression management, life course approach, looking-glass self, midlife crisis, naturally occurring retirement community, personality, rite of passage, role taking, sandwich generation, self, significant other, socialization, total institution

**Socialization and the Life Course Tier 3:** anticipatory socialization, Cognitive Theory of Development, degradation ceremony, double consciousness, Dramaturgical approach, face-work, resocialization

**Social Interaction, Groups, and Social Structure Tier :** achieved status, alienation, bureaucracy, bureaucratization, formal organization, group, horticultural society, human relations approach, hunting-and-gathering society, ideal type, industrial society, in-group, labor union, master status,out-group, post-industrial society, postmodern society, primary group, reference group, role conflict, role exit, role strain, secondary group, social institution, social interaction, social network, social role, social structure, sociocultural evolution, status, technology

**Social Interaction, Groups, and Social Structure Tier 3:** agrarian society, ascribed status, Classical Theory, Gemeinschaft, Gesellschaft, goal displacement, hyperconsumerism, Iron law of Oligarchy, McDonaldization, mechanical solidarity, organic solidarity, Peter principle, Scientific Management Approach,trained incapacity

**Deviance, Crime and Social Control Tier 2:** anomie, conformity, crime, cultural transmission, cybercrime, deviance, formal social control, hate crime, index crimes, informal social control, law, obedience, organized crime, professional criminal, racial profiling, sanction, social

control, stigma, transnational crime, victimless crime, victimization survey, white-collar crime  
**Deviance, Crime and Social Control Tier 3:** Anomie Theory of Deviance, Control Theory, differential association, differential justice, Labeling Theory, Social Disorganization Theory, societal-reaction approach,

### Unit Learning Targets/Goals/Outcomes:

Learning Target	ASA - High School Sociology & NJSLs -Social Studies (when applicable)	CCSS
<ol style="list-style-type: none"> <li>1. Describe the process of socialization</li> <li>2. Use the ideas of Cooley, Mead, Goffman and Piaget to explain socialization into the self and mind.</li> <li>3. Explain how the family, neighborhood, religions, school, peer groups and the workplace are agents of socialization.</li> <li>4. Identify the major divisions of the life course, and discuss the sociological significance of the life course.</li> <li>5. Explain the significance of social structure.</li> <li>6. Identify the components of social structure.</li> <li>7. Explain the significance of social institutions and compare the functionalist and conflict perspectives on social institutions.</li> <li>8. Describe the functions of a formal organization and a bureaucracy.</li> <li>9. Identify how social structure and social policy impact organizations.</li> <li>10. Define deviance.</li> <li>11. Compare and contrast the explanation and theories of deviance.</li> <li>12. List the types of crime reported in the United States.</li> <li>13. Analyze crime rates across the United States.</li> </ol>	<ol style="list-style-type: none"> <li>1. SOC.9-12.3.1</li> <li>2. SOC.9-12.3.1</li> <li>3. SOC.9-12.3.1.1</li> <li>4. SOC.9-12.3.1.1</li> <li>5. SOC.9-12.2.3</li> <li>6. SOC.9-12.2.3</li> <li>7. SOC.9-12.2.3.1</li> <li>8. SOC.9-12.2.3.1</li> <li>9. SOC.9-12.2.3.1</li> <li>10. SOC.9-12.3.1.2</li> <li>11. SOC.9-12.3.1.2</li> <li>12. SOC.9-12.3.1.2</li> <li>13. SOC.9-12.3.1.2</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Literacy in History Standards</a></li> <li>• <a href="#">Writing in History Standards</a></li> </ul>

### Unit Resources:

Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> <li>• <b>Socialization and the Life Course</b></li> <li>• Classroom notes with videos</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sociology: A Brief Introduction</i>, 14th edition - Richard T. Schaefer (McGraw)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Stanford History Education Group</a></li> <li>• <a href="#">Gilder Lehrman Institute of American</a></li> </ul>

<ul style="list-style-type: none"> <li>● Guided notes</li> <li>● Learning Curve Activities</li>   <li>● <b>Social Interaction, Groups, and Social Structure</b></li> <li>● Classroom notes with videos</li> <li>● Guided notes</li> <li>● Learning Curve Activities</li>   <li>● <b>Deviance, Crime, and Social Control</b></li> <li>● Classroom notes with videos</li> <li>● Guided notes</li> <li>● Learning Curve Activities</li> </ul> <p>Unit #3 Folder of Resources</p>	<p>Hill, 2023) online assignments</p> <ul style="list-style-type: none"> <li>● Use Your Sociological Imagination text questions</li> <li>● Thinking Critically text questions</li> <li>● Sociology in Education: “Impression Management by Students,” article questions.</li> <li>● Research Today: “Rumspringa: Raising Children Amish Style,” article questions</li> <li>● Our Wired World, “Teens Controlling Access to Their Social Media,” discussion and text questions.</li> <li>● Research Today, “Disability as a Master Status,” article questions.</li> <li>● Research Today, “Decision Making in the Jury Room,” article questions.</li> <li>● Our Wired World, “Twitter Networks: From Wildfires to Hurricanes,” text questions.</li> <li>● Sociology in the Global Community, “McDonald’s and the Worldwide Bureaucratization of Society,” article questions.</li> <li>● Sociology in the Global Community, “Disney World: A Postmodern Theme Park,” article questions.</li> <li>● Research Today, “Gun Control,” discussion questions.</li> <li>● Research Today, “Debtors’ Jails in the Twenty-First Century,” article questions.</li> <li>● Research Today, “Does Crime Pay?,” article questions.</li> <li>● Sociology in Education, “Packing Firearms on Campus,” text questions.</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">History</a></li> <li>● <i>Sociology: A Brief Introduction</i> E-textbook &amp; online resources</li> </ul>
---	--	---

<p><b>List of Accommodations and Modifications</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Special Education</a></li> <li>● <a href="#">504 Students</a></li> </ul>
--

- [At Risk Students](#)
- [ELL](#)
- [Gifted and Talented](#)

### Assessments:

Formative	Summative
<ul style="list-style-type: none"> <li>• Daily warm-up questions &amp; discussion</li> <li>• Daily exit checks</li> <li>• Unit vocabulary assignments</li> <li>• Whole-class discussion during content lectures</li> <li>• Analysis of/response to case studies</li> <li>• EDpuzzle videos</li> </ul>	<ul style="list-style-type: none"> <li>• Unit #3 Test (Major Assessment)</li> <li>• Unit #3 Vocabulary Quizzes (Minor Assessment)</li> <li>• Webquest: "Death Penalty"</li> <li>• Class Inequality Project</li> </ul>

### Interdisciplinary Connections

#### English Language Arts

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

#### Mathematics

- MP.2 Reason abstractly and quantitatively
- MP.3 Construct viable arguments and critique the reasoning of others
- MP.6 Attend to precision

#### Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

#### Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a. Hypothesize ways in which art influences perception and understanding of human experiences
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- 1.5.12prof.Cn11a. Describe how knowledge of culture, traditions, and history may influence personal responses to art

#### Technology and 21st Century Themes & Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

#### Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

#### NJSLS Reading and Writing Standards

- RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

## State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

# Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

## Sociology Unit 4

### Stratification & Inequality

**Updated:** August 2023

#### Unit Overview:

*This unit encourages students to evaluate systems of stratification and how socialization and group memberships affect individuals' social status. They will learn about factors that produce opportunities and advantages for some and disadvantages for others. With this understanding, students can analyze and consider potential responses to social issues on individual, local, societal and global scales.*

#### Essential Questions

1. What is stratification?
2. What are the systems of stratification?
3. What are the sociological perspectives on stratification?
4. Is stratification universal?
5. How do social class, income, poverty and life choices/chances impact stratification?
6. What is social mobility?
7. How is stratification seen in the world system?
8. How does stratification compare amongst nations?
9. How are minority groups, race and ethnic groups defined?
10. How do prejudice and discrimination compare?
11. What are the sociological perspectives on race and ethnicity?
12. What is the spectrum of intergroup relations?
13. What race and ethnic groups make up the United States?
14. What is the social construction of gender?
15. What are the sociological perspectives on gender?

#### Enduring Understandings

1. Stratification is a structured ranking of ethnic groups of people that perpetuate unequal economic rewards and power in society.
2. Slavery, castes, estates, and social classes make up the systems of stratification.
3. Sociologists Karl Marx and Max Weber, along with the Interactionist perspective offer explanations of stratification.
4. The Functionalist perspective, Conflict perspective and Gerhard Lenski offer opinions on the universality of stratification.
5. By examining factors such as social class, income, poverty and life choices/changes and their agents, we can continually address the causes and reasons for stratification.
6. Social mobility refers to the movement of individuals or groups from one position in a society's stratification system to another.
7. The roots of colonialism, world-wide poverty, millennial developmental goals, multinational corporations, and

16. Why are women considered the oppressed minority?
17. How are women represented in the workforce in the United States?
18. What is feminism?

- modernization are all world-wide systems that contain the element of stratification.
8. Comparing the distribution of wealth and income and social mobility among nations reveals the gap between rich and poor citizens within nations.
  9. A minority group is a subordinate group whose members have significantly less control or power over their lives than the members of a dominant or majority group have over theirs. Race is a socially constructed term because of physical differences which have taken on social significance. Ethnicity refers to a group set apart from others because of its national origin or distinctive cultural patterns.
  10. Prejudice is a prejudgement or negative attitude toward an entire category of people, often an ethnic or racial minority which can lead to discrimination, an action, or the denial of opportunities and equal rights to individuals and groups.
  11. The Conflict perspective, Labeling perspective and Interactionist perspective emphasize reasons for race and ethnicity.
  12. The spectrum of intergroup relations includes genocide, segregation, amalgamation, assimilation, and pluralism.
  13. The United States has a diverse population, a multiracial and multiethnic society with the largest racial minorities consisting of African Americans, Native Americans, and Asian Pacific Americans. The largest ethnic groups are Latinos, Jews, and the various white ethnic groups.
  14. Traditional gender role patterns, including expectations regarding the proper behavior, attitudes and activities of males and females have been influential in the socialization of children in the United States.
  15. The Functionalist perspective, Conflict perspective, Feminist perspective, and Interactionist perspectives emphasize different theories on gender development.
  16. Since women are perpetually victims of sexism and sexual discrimination and worldwide have less power and privilege than men they are considered the oppressed minority.
  17. Women's participation in the paid labor force has increased steadily over the past 50 years, but still face a glass ceiling when seeking employment, promotions, and/or compensation.
  18. Feminism is the ideology that favors equal rights for women.



### Vocabulary (Key Terms)

**Stratification and Social Mobility in the United States Tier 2:** absolute poverty, capitalism, caste, class, class system, social inequality, social mobility, status group, stratification, underclass, vertical mobility

**Stratification and Social Mobility in the United States Tier 3:** achieved status, ascribed status, bourgeoisie, class consciousness, closed system, conspicuous consumption, dominant ideology, estate system, false consciousness, feminization of poverty, horizontal mobility, intergenerational mobility, intragenerational mobility, objective method, open system, precarious work, proletariat, relative poverty

**Global Inequality Tier 2:** colonialism, corporate welfare, globalization, modernization, multinational corporation,

**Global Inequality Tier 3:** conspicuous consumption, dependency theory, modernization theory, neocolonialism, world systems analysis

**Racial and Ethnic Inequality Tier 2:** affirmative action, black power, color-blind racism, ethnic group, ethnocentrism, genocide, institutional discrimination, minority group, prejudice, racial formation, racial group, racial profiling, racism, segregation, stereotype, white privilege

**Racial and Ethnic Inequality Tier 3:** amalgamation, apartheid, asylees, contact hypothesis, double consciousness, exploitation theory, glass ceiling, model minority, pluralism, redlining, remittances, sharing economy, symbolic ethnicity

**Stratification by Gender and Sexuality Tier 2:** expressiveness, feminism, gender identity, gender role, homophobia, sexism, sexual identity

**Stratification by Gender and Sexuality Tier 3:** glass escalator, systematic discrimination, instrumentality, intersectionality, matrix of domination, second shift

### Unit Learning Targets/Goals/Outcomes:

Learning Target	ASA - High School Sociology & NJSLs -Social Studies (when applicable)	CCSS
<ol style="list-style-type: none"> <li>1. Describe the four general systems of stratification: slavery, castes, the estate system, and the class system.</li> <li>2. Describe the class model in the United States.</li> <li>3. Analyze stratification using the three major sociological perspectives, including the views of Karl Marx and Max Weber.</li> <li>4. Compare and contrast the functionalist and conflict perspectives on the existence and necessity of social stratification.</li> <li>5. Summarize the factors used to measure stratification.</li> <li>6. Describe the distribution of income and wealth in the United States.</li> <li>7. Explain poverty in the United States using the conflict and functionalist perspectives.</li> </ol>	<ol style="list-style-type: none"> <li>1. SOC.9-12.3.1 SOC.9-12.3.2 SOC.9-12.3.3</li> <li>2. SOC.9-12.4.1.4</li> <li>3. SOC.9-12.1.4.1 SOC.9-12.1.4.2 SOC.9-12.1.4.3</li> <li>4. SOC.9-12.1.4.1 SOC.9-12.1.4.2 SOC.9-12.1.4.3</li> <li>5. SOC.9-12.4.1.1</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Literacy in History Standards</a></li> <li>• <a href="#">Writing in History Standards</a></li> </ul>

<ol style="list-style-type: none"> <li>8. Explain how life chances are linked to stratification.</li> <li>9. Describe social mobility.</li> <li>10. Explain the relationship of various social factors to social mobility in the United States.</li> <li>11. Summarize the global divide.</li> <li>12. Explain stratification in the world system especially with respect to the legacy of colonialism</li> <li>13. Compare and contrast the three major sociological perspectives on global inequality.</li> <li>14. Explain the relationship between worldwide poverty and modernization in regard to stratification in the world.</li> <li>15. Explain stratification within nations, especially the significance of wealth and income distribution and social mobility.</li> <li>16. Compare and contrast social mobility in industrial versus developing nations for both men and women</li> <li>17. Differentiate between racial, ethnic, and minority groups.</li> <li>18. Summarize the social construction of race.</li> <li>19. Explain the impact of prejudice and discrimination on social relations.</li> <li>20. Identify ways in which color-blind racism amounts to covert racism.</li> <li>21. Analyze racial and ethnic inequality using the functionalist, conflict, labeling, and interactionist perspectives.</li> <li>22. Describe the various patterns of intergroup relations.</li> <li>23. Describe the various racial and ethnic populations in the United States.</li> <li>24. Analyze the functions and dysfunctions of current U.S. policy regarding immigration.</li> <li>25. Explain the meaning of the phrase the social construction of gender.</li> <li>26. Describe women's and men's gender roles and the process of gender-role socialization in the United States.</li> <li>27. Analyze the functionalist, conflict, feminist, and interactionist explanations of gender stratification.</li> <li>28. Describe the effects of sex discrimination.</li> <li>29. Summarize the status of women in the United States and worldwide.</li> <li>30. Compare and contrast the labor force participation and compensation of U.S. men and women in various occupations.</li> <li>31. Explain second shift in terms of women's employment.</li> <li>32. Summarize the concept of collective consciousness within the context of the development of feminism in the United States.</li> <li>33. Analyze the battle over abortion through a sociological lens.</li> </ol>	<ol style="list-style-type: none"> <li>SOC.9-12.4.1.2</li> <li>SOC.9-12.4.1.3</li> <li>SOC 9-12.4.1.4</li> <li>SOC 9-12.4.1.5</li> <li>6. SOC.9-12.4.1.1</li> <li>SOC.9-12.4.1.2</li> <li>SOC.9-12.2.3.1</li> <li>7. SOC 9-12.1.4.1</li> <li>8. SOC.9-12.4.1.1</li> <li>SOC.9-12.4.1.2</li> <li>SOC.9-12.4.1.3</li> <li>SOC 9-12.4.1.4</li> <li>SOC 9-12.4.1.5</li> <li>SOC 9-12.4.2.1</li> <li>9. SOC 9-12.4.2.1</li> <li>10. SOC.9-12.4.1.1</li> <li>SOC.9-12.4.1.2</li> <li>SOC.9-12.4.1.3</li> <li>SOC 9-12.4.1.4</li> <li>SOC 9-12.4.1.5</li> <li>11. SOC.9-12.2.4.1</li> <li>12. SOC.9-12.2.4.1</li> <li>13. SOC.9-12.1.4.1</li> <li>SOC.9-12.1.4.2</li> <li>SOC.9-12.1.4.3</li> <li>14. SOC.9-12.4.2.2</li> <li>15. SOC.9-12.4.2.1</li> <li>SOC.9-12.4.2.2</li> <li>SOC.9-12.4.2.3</li> <li>16. SOC.9-12.4.1.1</li> <li>SOC.9-12.4.1.2</li> <li>SOC.9-12.4.1.3</li> <li>SOC 9-12.4.1.4</li> <li>SOC 9-12.4.1.5</li> <li>17. SOC.9-12.4.1.3</li> <li>18. SOC.9-12.4.1.3</li> <li>19. SOC.9-12.4.1.3</li> <li>20. SOC.9-12.4.1.3</li> <li>21. SOC.9-12.1.4.1</li> <li>SOC.9-12.1.4.2</li> </ol>	
--	--	--

	<p>SOC.9-12.1.4.3</p> <p>22. SOC.9-12.3.3.1</p> <p>SOC.9-12.3.3.2</p> <p>SOC.9-12.3.3.3</p> <p>23. SOC.9-12.4.1.3</p> <p>24. SOC.9-12.2.4.1</p> <p>25. SOC.9-12.3.2.4</p> <p>26. SOC.9-12.2.3.2</p> <p>SOC.9-12.3.1.1</p> <p>SOC.9-12.3.1.2</p> <p>27. SOC.9-12.1.4.1</p> <p>SOC.9-12.1.4.2</p> <p>SOC.9-12.1.4.3</p> <p>28. SOC.9-12.4.1.5</p> <p>29. SOC.9-12.4.1.5</p> <p>30. SOC.9-12.2.3.1</p> <p>SOC.9-12.2.3.2</p> <p>31. SOC.9-12.2.4.3</p> <p>32. SOC.9-12.2.4.3</p> <p>SOC.9-12.4.1.5</p> <p>33. SOC.9-12.4.2.2</p>	
--	---	--

Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> <li>● <b>Stratification and Social Mobility in the United States</b></li> <li>● Classroom notes with videos</li> <li>● Guided notes</li> <li>● Learning Curve Activities</li> <li>● <b>Global Inequality</b></li> <li>● Classroom notes with videos</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Sociology: A Brief Introduction</i>, 14th edition - Richard T. Schaefer (McGraw Hill, 2023) online assignments</li> <li>● Research Today, “Taxes as an Opportunity,” article and questions.</li> <li>● Research Today, “Calculating Your Risk of Poverty,” article and questions.</li> <li>● Sociology in Education, “Student Debt,”</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Stanford History Education Group</a></li> <li>● <a href="#">Gilder Lehrman Institute of American History</a></li> <li>● <i>Sociology: A Brief Introduction</i> E-textbook &amp; online resources</li> </ul>

<ul style="list-style-type: none"> <li>• Guided notes</li> <li>• Learning Curve Activities</li> </ul> <ul style="list-style-type: none"> <li>• <b>Racial and Ethnic Inequality</b></li> <li>• Classroom notes with videos</li> <li>• Guided notes</li> <li>• Learning Curve Activities</li> </ul> <p><b>Stratification by Gender and Sexuality</b></p> <ul style="list-style-type: none"> <li>• Classroom notes with videos</li> <li>• Guided notes</li> <li>• Learning Curve Activities</li> </ul> <p>Unit #4 Folder of Resources</p>	<p>text questions.</p> <ul style="list-style-type: none"> <li>• Sociology in Education, "International Students," text questions.</li> <li>• Research Today, "Avoiding Interracial Relationships Online," article and questions.</li> <li>• Research Today, "Is There a Model Minority?" article and questions.</li> <li>• Sociology in the Global Community, "No Gender, Please: It's Preschool," article and questions.</li> <li>• Research Today, "Measuring Discrimination Based on Sexual Identity," article and questions.</li> <li>• Research Today, "Who Does the Housework?" article and questions.</li> </ul>	
--	---	--

<p><b>List of Accommodations and Modifications</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Special Education</a></li> <li>• <a href="#">504 Students</a></li> <li>• <a href="#">At Risk Students</a></li> <li>• <a href="#">ELL</a></li> <li>• <a href="#">Gifted and Talented</a></li> </ul>
--

<b>Assessments:</b>	
<b>Formative</b>	<b>Summative</b>
<ul style="list-style-type: none"> <li>• Daily warm-up questions &amp; discussion</li> <li>• Daily exit checks</li> <li>• Unit vocabulary assignments</li> <li>• Whole-class discussion during content lectures</li> <li>• Analysis of/response to case studies</li> <li>• EDpuzzle videos</li> </ul>	<ul style="list-style-type: none"> <li>• Unit #4 Test (Major Assessment)</li> <li>• Unit #4 Vocabulary Quizzes (Minor Assessment)</li> </ul>

## Interdisciplinary Connections

### English Language Arts

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

### Mathematics

- MP.2 Reason abstractly and quantitatively
- MP.3 Construct viable arguments and critique the reasoning of others
- MP.6 Attend to precision

### Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

### Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience

- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions, and history may influence personal responses to art

#### Technology and 21st Century Themes & Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

#### Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

#### NJSLS Reading and Writing Standards

- RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

## State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)