**PACING GUIDE**

**COURSE: Sociology 2018** **GRADE(S): 10-12**

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| **MONTH** | **UNIT** | **STANDARDS/SKILLS** | **ASSESSMENTS**  What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered? | **CONTENT**  Topics being covered? What do students need to know? (*nouns*) | **ACTIVITIES**  w/Integration of Technology & Career Ready Practices |
| September | * Introduction | ASA CONTENT STANDARDS:   |  |  |  | | --- | --- | --- | |  | SOC.9-12.2.2 | Students will analyze how culture influences individuals, including themselves. | |  | SOC.9-12.3.1.1 | Primary agents of socialization: family, peers, media, schools, and religion | |  | SOC.9-12.3.2 | Students will explain the process of the social construction of the self. | |  | SOC.9-12.3.2.1 | I & me | |  | SOC.9-12.3.2.4 | Identity | |  | SOC.9-12.3.3.1 | Reference groups | | Warm-up:   * What does Sociology mean? * Define, Explain, Ask Questions key terms * The Topic Makes Me Think... * Questions from Yesterday   Anticipatory Set   * Seating Challenge * Close your eyes and imagine * Discussions * Predict what will interest you * Three words you associate with the new topic   Closure:   * Exit Tickets -3 things I learned, 2 things I am curious about, 1 thing I don't agree with * Whip Around -most interesting thing today * Quick Doodles * I Care Why? * Questions for Tomorrow * Pair-Share-Out-the-Door | * Welcome * What is Sociology? * Crash Course Sociology Intro * Looking Glass Theory | * Students will analyze reactions and behaviors to seating challenges (Analyzing) * Students will discuss course interests and career plans. (Applying) * Students will define sociology. (Understanding) * Students will apply Looking Glass Theory to their development. (Applying) * Students will evaluate the influence of norms, folkways, mores, and laws on their behavior and that of those around them. (Evaluating) * Students will create a Digital Introduction Bag to introduce themselves to the classroom community (Creating) |
| September | Unit 2:   * What is Sociology | |  |  |  |  | | --- | --- | --- | --- | |  | SOC.9-12.1.2.1 | Impact of social context on human behavior | | | SOC.9-12.1.2.2 | | Social construction of reality | | SOC.9-12.1.2.3 | | Sociological imagination | |  | 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.9-12.3.3.1 | Reference groups | | | * **Warm-up:** * What does it mean? Vocabulary review * Define, Explain, Ask Questions * Review understandings of the three perspectives * Before, During, and After * The Topic Makes Me Think... * Post it notes * Questions from Yesterday * **Anticipatory Set:** * Marked for Life: Why are so many Americans getting Tattoos? HMH * How did you know how to act when you came into class today?  How did you know what not to do? * "Sociology is not just a routine process of acquiring knowledge; it requires breaking free from the immediacy of personal circumstances and putting things in a wider context." Reflect and interpret. * Close your eyes and imagine - [The Blind-men and the Elephant](https://www.peacecorps.gov/educators/resources/story-blind-men-and-elephant/) * Have you ever watched Freaks and Geeks? * Discussions - Do you know what "Spoke-Word" is? * Three words you associate with the new topic * **Closure:** * Exit Tickets * Whip Around * Quick Doodles * I Care Why? * Journal Entry -Which perspective was easiest for you to identify? * Journal Entry - What do you think? (Case Study: Street Science) * Five W's of Each Perspective * Classroom Post * Post-it Notes - Who is your favorite theorist and why * Questions for Tomorrow * Pair-Share-Out-the-Door * Do you agree with the Cooley's Looking Glass theory? Do you think one phase has had more of an effect on you than the others? | * Case Study: Street Science * Examining Social Life- Sociology and Other Social Sciences * Thinking Like a Sociologist - * The Development of Sociology - (Research project) * Modern Perspectives- (Sociology Close-up: How would sociologists view what goes on in your school?) * Spoken Word- Hidden curriculum * Freaks and Geeks Through the Three Perspectives | * Students will work collaboratively to define key terms. (Remembering) * Students will identify and compare the focus of the social sciences (graphic organizer) (Understanding) * Students will summarize data collected during The Crash Course Video, "What is Sociology?" and comparing the information gathered to that gathered from the textbook. (Understanding/Evaluating) * Students will apply sociological perspective to fairy tales after hearing The Wolf's version of Red Riding Hood. (Applying) * Students will complete and present their personal statement applying sociological perspective to their lives. (Applying) * Students will work collaboratively to research and create a presentation on early theorists. (Evaluating/Creating) * Students will define and apply the three major theoretical perspectives to a current event article. (Understanding/Applying) |
| October | Unit 3:   * Conducting Sociological Research | |  |  |  | | --- | --- | --- | |  | SOC.9-12.1.1 | Students will identify sociology as a scientific field of inquiry. | |  | SOC.9-12.1.1.1 | Scientific method | |  | SOC.9-12.1.1.2 | Hypotheses | |  | SOC.9-12.1.1.3 | Independent and dependent variables | |  | SOC.9-12.1.1.4 | Scientific study of society | |  | SOC.9-12.1.3.1 | Surveys and interviews | |  | SOC.9-12.1.3.2 | Experiments | |  | SOC.9-12.1.3.3 | Observations | |  | SOC.9-12.1.3.4 | Content analysis | |  | SOC.9-12.1.3.5 | Research ethics | |  | SOC.9-12.2.2 | Students will analyze how culture influences individuals, including themselves. | | * **Warm-up:** * What is scientific method? * Define, Explain, Ask Questions about the research process * What ethical issues are you facing? * Questions from Yesterday * **Anticipatory Set:** * Sociology & the Scientific Method: Crash Course Sociology #3  https://www.youtube.com/watch?v=ZIwyNIdgJBE * Sociology Research Methods: Crash Course Sociology #4 https://www.youtube.com/watch?v=QwhK-iEyXYA * Predict what you will find in your investigation * Three words you associate with the topic of sociological research * **Closure:** * Exit Tickets * Whip Around * Five W's of your research project * Questions for Tomorrow * Pair-Share-Out-the-Door "What will you do next?" * Three Minute Essay- "What did you learn during the research process?" * Reflective journal entries "What unexpected challenges did you find during your research?" * Stand and Tell about your experiences | * Current Research in Sociology * Introduction to Sociological Research - Sociology Close-up: How do sociologists conduct research? HMH * Puzzling Over Theoretical Perspectives * Field Notes Activity/Lab - Applying What You Learned Who's at Your Table? HMH pg 28 * Causation and Correlation * Research Methods * Ethical Issues * Unit 1 Review | * Students will define terms connected to sociological research. (Remembering) * Students will review current research in sociology. (Understanding) * Students will read and summarize the research process. (Understanding) * Students will conduct an observation and record field notes (Applying) * Students will examine various research methods. (Understanding) * Students will investigate and issue and apply the research process. (Analyzing/Applying) * Students will demonstrate early understandings of sociology, sociological theory, and research (Understanding/Applying) |
| November | * Culture | |  |  |  | | --- | --- | --- | |  | SOC.9-12.2 | Social Structure: Culture, Institutions, and Society | |  | SOC.9-12.2.1 | Students will describe the components of culture. | |  | SOC.9-12.2.1.1 | Nonmaterial culture, including norms and values | |  | SOC.9-12.2.1.2 | Material culture | |  | SOC.9-12.2.1.3 | Subcultures | |  | SOC.9-12.2.2 | Students will analyze how culture influences individuals, including themselves. | |  | SOC.9-12.2.2.1 | Ethnocentrism | |  | SOC.9-12.2.2.2 | Cultural relativity | |  | SOC.9-12.2.2.3 | Culture shock | |  | SOC.9-12.2.2.4 | American values | | * **Warm-up:** * What does it mean? Definitions * Define, Explain, Ask Questions About Unit Topics * How did you feel during the Barnga game? * Do Now journal- list three things that you remember from yesterday and two things you need clarifying or reviewed. * Take the Lead after reading one section of the following article, be prepared to discuss ethnocentricity  <https://www.buzzle.com/articles/10examples-of-ethnocentrism-to-help-you-understand-it-better.html> * Before, During, and After * The Topic Makes Me Think... * Post it notes * Questions from Yesterday * **Anticipatory Set** * View -[Top 10 American Customs That May Be Offensive In Other Countries](https://www.youtube.com/watch?v=cwvyTR8z9OY&feature=youtu.be) and discuss * Strange customs from around the world  [https://garfors.com/2016/12/25-strange-customs-and-traditions-html/](https://garfors.com/2016/12/25-strange-customs-and-traditions-html/%20) and <https://www.youtube.com/watch?v=YlsWtHx1L9s&vl=en> * [https://www.youtube.com/watch?v=antnSXwrBnM](https://www.youtube.com/watch?v=antnSXwrBnM%20%20) * <https://www.youtube.com/watch?v=bdeFdFEbuqk>  Sellick in Japan * Discussions * Predict * The A to Z game * Three words you associate with the new topic * **Closure:** * **D**o Now Journal, define material and non-material culture.  Give at least two examples of each. * Exit Tickets * Whip Around - What are some norms at DHS? Which are folkways, mores, taboos, or laws? * Quick Doodles * I Care Why? * Journal Entry - How and why is one's opinion of subculture and counterculture influenced by ethnocentrism and multiculturalism. * Five W's * Classroom Post * Post-it Notes * Questions for Tomorrow * Pair-Share-Out-the-Door * Three Minute Essay * Reflective journal entries * Discussions * Observation | * What Is Culture? Definition and Components. * Cultural Variation * Barnga * Nacirema * The American Value System. * Slide Show Presentation with Notes * Crash Course Video with Notes * Gods Must Be Crazy Video Clip * National Geographic video:Lizard Man * Lab: Applying What You've Learned: Analyzing Material Culture HMH * Cars Movie | * Students will understand that people of different cultures perceive things differently or play by different rules by playing a card game that features conflicting rules. (Understanding/Applying) * Students will examine symbols of American culture described from a different perspective. (Applying). * Students will employ note-taking strategies during lectures, Sideshows, and videos (Remembering) * Students will define key terms and identify the basic components of culture. (Remembering) * Students will identify cultural universals and variations. (Understanding) * Students will apply the three sociological perspectives to culture. (Applying) * Students will identify American values and analyze the changes that have taken place since 1970. (Analyzing) * Students will research and create a visual representation comparing American culture to another culture or subculture. (Creating) * Students will apply learning through the Material Culture Lab. (Analyzing/Applying) * Students will analyze Cars Movie and identify elements of culture. (Analyzing/Applying) |
| December | * Socializing the individual | |  |  |  | | --- | --- | --- | |  | SOC.9-12.2.2 | Students will analyze how culture influences individuals, including themselves. | |  | SOC.9-12.3.1.1 | Primary agents of socialization: family, peers, media, schools, and religion | |  | SOC.9-12.3.2 | Students will explain the process of the social construction of the self. | |  | SOC.9-12.3.2.1 | I & me | |  | SOC.9-12.3.2.4 | Identity | |  | SOC.9-12.3.3.1 | Reference groups | | * **Warm-up:** * Who do we learn about the social world from? What people and what institutions made you who you are today?What does it mean? * who has been the biggest influence on YOUR socialization? * Meet with your partner and prepare to present your findings on assigned video responses * Define, Explain, Ask Questions (definition reviews) * Complete the Twenty Statement Test (20 statements answering the question: Who am I?) * In Do Now Journal, answer the following question.  Who am I, and how did I get to be me? * Using a graphic organizer read pages 95-98 HMH and take notes * Before, During, and After Reading: Nature vs Nurture * Prior to reading and viewing any new material about nature versus nurture, I believe that * In this paragraph, you will complete the opening sentence with your point of view and then write at least three additional sentences supporting your "belief."   Why do you believe that? What have you seen or heard that leads you to believe that?  If you are not sure, give at least two points that make you question a definite answer.  Be sure to use a concluding sentence. * The Topic Makes Me Think. -  In Do Now Journal complete a  3-2-1. Three things you have found interesting in video so far, 2 things you have questions about, and 1 thing you don't agree with. * Post it notes * Questions from Yesterday * **Anticipatory Set:** * Cars Movie with video guide * Close your eyes and imagine * Sociology Close Up: What makes you the person that you are? HMH * Quick Lab: Are you a Product of Your Cultural Environment? HMH * Classroom Post -Sociology Close Up: Do you ever think about how other people see you? * Discussions - How much do you think the family you grow up in effects who you are? * Predict * The A to Z game * Three words you associate with the new topic * **Closure:** * Exit Tickets * Whip Around -3,2,1. Three things you have learned, two things you already knew, 1 thing you still want to know more about. * Quick Doodles * I Care Why? What have you learned about socialization? * Journal Entry - What have you learned about socialization? * Triple Entry Vocab Journal - add to definitions * Five W's -The Social Self * Review and reflect on videos and notes * Before, During, and After Reading: Nature vs Nurture * After reading and viewing the material about nature versus nurture, I believe that * Support your final thoughts on the matter * Questions for Tomorrow * Pair-Share-Out-the-Door * Three Minute Essay - Who am I and how did I get to be me? * Reflective journal entries * Discussions * Observation | * Cars Movie * Crash Course with Notes * What is Socialization (Slide-show with notes) * [Harlow's experiment](https://www.youtube.com/watch?v=_O60TYAIgC4) * Personal Development -Nature versus Nurture (factors in personality development and the influence of the social environment.) * Looking Glass Self/Social Self * Agents of Socialization * [What You Need to Know About Girls and their Frenemies](https://lindastade.com/girls-and-their-frenemies-2/) * Desocialization and Resocialization * Isolated/Ferrell Children * Simulation-A Personality for Every Occasion HMH * Unit Review and Assessment | * Students will analyze Cars Movie and identify elements of socialization using a video guide. (Analyzing/Applying) * Students will conduct a discussion Fishbowl style to reflect on concepts presented in movie and connect them to Delsea. (Remembering/Analyzing) * Students will discuss Do Now’s and Anticipatory Sets and apply their responses to their lives or current events. (Understanding/Applying) * Students will take notes using Cornell Notes during videos and slideshow presentations and reflect on understandings. (Understanding/Analyzing) * Students will complete a questionnaire to identify the influence of agents of socialization on themselves and share in a discussion. (Analyzing/Applying) * Students will from questions and seek answers in preparation for and during discussions (Applying/Creating) |
| January | * The Adolescent in Society | |  |  |  | | --- | --- | --- | |  | SOC.9-12.1.2.1 | Impact of social context on human behavior | |  | SOC.9-12.2.1.3 | Subcultures | |  | SOC.9-12.2.2 | Students will analyze how culture influences individuals, including themselves. | |  | 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 | |  | SOC.9-12.3.1.2 | Deviance and conformity | |  | SOC.9-12.3.2.1 | I & me | |  | SOC.9-12.3.2.4 | Identity | |  | SOC.9-12.3.3.1 | Reference groups | |  | SOC.9-12.3.3.2 | Primary and secondary groups | |  | SOC.9-12.3.3.3 | In-groups and out-groups | |  | SOC.9-12.4.2.1 | Life chances | |  | SOC.9-12.4.2.2 | Social problems | |  | SOC.9-12.4.4.1 | Individual responses to inequality | | **Warm-up:**   * What does it mean? Definitions and terms * Define, Explain, Ask Questions - What are some causes of teen violence and what could be done to prevent it? * As you read, use a graphic organizer to take notes on the characteristics of adolescences * Before, During, and After * The Topic Makes Me Think...What coming of age rituals are you familiar with? * Compare and contrast- How are dating and courtship similar and how are they different? * Questions from Yesterday   **Anticipatory Set:**   * Close your eyes and imagine - What do you anticipate as challenge to your moral code once you leave high school? * Classroom Post - What social factors contribute to drug use and suicide? * Discussions - Thoughts and ideas about dating apps? * Predict - Why might a te4en in the US follow traditional dating patterns today? * The A to Z game * [Adolescent challenges](http://www.psy-ed.com/wpblog/challenges-of-adolescence/)   **Closure:**   * Exit Tickets 3 things I learned, 2 things I want to know more about, 1 thing I disagree with * Whip Around - Challenge and a consequence * Whip Around - Influences on on teen sexual activity * I Care Why? - Why should you care about adolescent challenges to others? * Journal Entry - How do the functions of dating differ as the level of commitment in a relationship increases? * Five W's * Classroom Post * Post-it Notes * Questions for Tomorrow * Pair-Share-Out-the-Door * Three Minute Essay - How have modern technologies, such as the Internet and cell phones, affected dating patterns? * Reflective journal entries * Discussions * Observation * Stand and Tell | * Teen Violence HMH * Understanding Adolescence * The adolescent brain: A Work in Progress HMH * Lab: Using Refusal Skills * Coming of Age -Cultural Diversity and Sociology - Research and Presentation * Teenagers and Dating * Challenges of Adolescence * Statistically Speaking * Lab - Creating an Awareness Campaign * Movie Grease | * Students will identify the five general characteristics of adolescence and relate a personal experience to each. (Remembering/Applying) * Students will conduct a lab to reinforce refusal skills. (Applying) * Students will research and report on various "coming of age" rituals. (Understanding/Creating) * Students will trace the evolution of courtship and dating practices in the United States. (Analyzing) * Students will examine statistics and apply them to adolescent challenges. (Understanding/Applying) * Students will research current challenges facing the adolescent population and create an awareness campaign to help inform others of possible strategies to avoid the challenges. (Understanding/Creating) * Students will view the movie Grease and look to identify and analyze characteristics and challenges of adolescence in the movie.  (Remembering/Analyzing) |
| February | The Adult in Society | |  |  |  | | --- | --- | --- | |  | SOC.9-12.2.1.1 | Nonmaterial culture, including norms and values | |  | SOC.9-12.2.2 | Students will analyze how culture influences individuals, including themselves. | |  | SOC.9-12.2.2.4 | American values | |  | SOC.9-12.2.3 | Students will evaluate important social institutions and how they respond to social needs. | |  | SOC.9-12.2.3.2 | Social statuses and roles | |  | SOC.9-12.2.4 | Students will assess how social institutions and cultures change and evolve. | |  | 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 | |  | SOC.9-12.3.2 | Students will explain the process of the social construction of the self. | |  | SOC.9-12.3.2.1 | I & me | |  | SOC.9-12.3.2.4 | Identity | |  | SOC.9-12.3.3.1 | Reference groups | |  | SOC.9-12.4.2.1 | Life chances | |  | SOC.9-12.4.2.2 | Social problems | |  | SOC.9-12.4.4.1 | Individual responses to inequality | |  | SOC.9-12.4.4.2 | Group responses to inequality such as social movements | | **Warm-up:**   * What does it mean? Terms and definitions * Define, Explain, Ask Questions - Terms and definitions * Take the Lead - What career will you enter? How will you prepare for it? * Before, During, and After - Describe your development from adolescence through adulthood * The Topic Makes Me Think...Would you be willing to take care of your parents?  Are your parents taking care of theirs? * Post it notes * Questions from Yesterday   **Anticipatory Set:**   * Close your eyes and imagine what it would be like to be your parent. * Close your eyes and imagine what it would be like for your parent to fill your shoes for a day. * Classroom Post - [Top 30 fastest-growing jobs by 2020](https://www.bumc.bu.edu/gms/files/2012/02/Top-30-fastest.pdf) Is yours there? * Discussions - * Predict * The A to Z game * Three words you associate with the new topic   **Closure:**   * Exit Tickets - 3 things you learned, 2 things you want to know more about, 1 thing you disagree with * Whip Around - Greatest challenge of being a parent * Whip Around - Greatest challenge of being an adult * Quick Doodles * I Care Why? Why should you already be thinking and preparing for work? * Journal Entry * Five points of adult male or female development * Classroom Post * Post-it Notes * Questions for Tomorrow * Pair-Share-Out-the-Door * Three Minute Essay * Reflective journal entries * Discussions * Observation * Stand and Tell What you learned today | * Opt-Out Revolution - Women balancing life and work. * Early and Middle Adulthood -Male versus female development * Quick Lab- Becoming an adult * Freaky Friday Movie * The World of Work * Occupations - The challenge of preparation * Simulation: Trading Places: Becoming your parent's parent. | * Students will examine challenges to mothers in the workplace and brainstorm responses to the challenges. (Applying) * Students will compare and contrast the developments of adult males and females. (Analyzing) * Students will conduct a simulation in which they will review the stages of adulthood by examining the effects of dependency of elder adults on their adult children. (Understanding/Applying) * Students will apply sociological research by conducting interviews of adults to see how real life mirrors sociological models. (Applying) * Students will analyze charts to interpret statistics. (Understanding/Analyzing) * Students will analyze the changes in the labor force over the past 100 years.  (Understanding) * Students will research a career choice and identify the preparation requirements, job opportunities, and job satisfaction rates for the career and create a job resume. (Understanding/Applying/Creating) * Students will identify a change in the labor force and write a response describing the effects on the labor force on the nature of the work from the worker's viewpoint. (Understanding/Applying) * Students will view the video Freaky Friday and analyze the experiences of the mother and daughter as they live in each other's shoes for a day.  (Understanding/Analyzing) |
| March | Marriage and Family | |  |  |  | | --- | --- | --- | |  | 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.9-12.2.2 | Students will analyze how culture influences individuals, including themselves. | |  | 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 | |  | SOC.9-12.3.2 | Students will explain the process of the social construction of the self. | |  | SOC.9-12.3.2.1 | I & me | |  | SOC.9-12.3.2.4 | Identity | |  | SOC.9-12.3.3.1 | Reference groups | |  | SOC.9-12.4.2.1 | Life chances | |  | SOC.9-12.4.2.2 | Social problems | | **Warm-up:**   * What does it mean? * Define, Explain, Ask Questions * Take the Lead * Before, During, and After * The Topic Makes Me Think... * Post it notes * Questions from Yesterday   **Anticipatory Set:**   * Close your eyes and imagine * Classroom Post * Discussions * Predict * The A to Z game * Three words you associate with the new topic   **Closure:**   * Exit Tickets * Whip Around * Quick Doodles * I Care Why? * Journal Entry * Five W's * Classroom Post * Post-it Notes * Questions for Tomorrow * Pair-Share-Out-the-Door * Three Minute Essay * Reflective journal entries * Discussions * Observation * Stand and Tell | * Myth of the Traditional Family * Family Systems and Functions * Lab- Changes in Family Life in the Recent Past * Wired Genealogy - research * Family Systems, Functions, and Disruptions * Courtship, Dating, and Marriage Rituals - Research and Presentation * Mock Wedding * Life Happens Simulation | * Students will investigate the changes and challenges to traditional families. (Understanding) * Students will identify the systems and functions of families. (Remembering) * Students will conduct sociological research into the changes in family life by conducting interviews with family members. (Applying) * Students will conduct research on their family's and present findings to class. (Applying/Creating) * Students will research and present findings on courtship, dating, and marriage rituals. (Evaluating/Creating) * Students will plan and take part in a mock wedding. (Applying/Creating) * Students will plan and take part in a Life Happens Simulation (Applying/Creating) |
| April - May | Crime and Deviance | |  |  |  | | --- | --- | --- | |  | SOC.9-12.1.1.4 | Scientific study of society | |  | 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.9-12.2.1.1 | Nonmaterial culture, including norms and values | |  | SOC.9-12.2.2 | Students will analyze how culture influences individuals, including themselves. | |  | SOC.9-12.2.2.4 | American values | |  | SOC.9-12.2.4.2 | Countercultures | |  | SOC.9-12.2.4.3 | Social movements | |  | 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 | |  | SOC.9-12.3.1.2 | Deviance and conformity | |  | SOC.9-12.3.2 | Students will explain the process of the social construction of the self. | |  | SOC.9-12.3.2.1 | I & me | |  | SOC.9-12.3.2.4 | Identity | |  | SOC.9-12.3.3.1 | Reference groups | |  | SOC.9-12.4.2.1 | Life chances | |  | SOC.9-12.4.2.2 | Social problems | |  | SOC.9-12.4.3.2 | Potential of institutions to produce, reinforce, or challenge inequality | |  | SOC.9-12.4.4.2 | Group responses to inequality such as social movements | |  | SOC.9-12.4.4.3 | Social policy responses to inequality | | **Warm-up:**   * What does it mean? * Define, Explain, Ask Questions * Take the Lead * Before, During, and After * The Topic Makes Me Think... * Post it notes * Questions from Yesterday   **Anticipatory Set:**   * Close your eyes and imagine * Classroom Post * Discussions * Predict * The A to Z game * Three words you associate with the new topic   **Closure:**   * Exit Tickets * Whip Around * Quick Doodles * I Care Why? * Journal Entry * Five W's * Classroom Post * Post-it Notes * Questions for Tomorrow * Pair-Share-Out-the-Door * Three Minute Essay * Reflective journal entries * Discussions * Observation * Stand and Tell | * Preview Unit and Identify Terms Triple Entry Vocabulary Journal * Crash Course #18 * Crash Course #19 * Crash Course #20 * Introduction to Deviance * Slideshow and Discussion * Case Study: Saints and Roughnecks * Eating Your Friends is the Hardest * Quick Lab: Observing Friends HMH * Social Control * Deviance Through the Three Perspectives (Denmark's Fix Rooms) * Social Construction of Reality * Criminal Minds * Techniques of Neutralization * Drugs Inc * Socratic Seminar * One Nation Overdosed * The Criminal Justice System * Criminal Profile Research and Presentation | * Students will identify terms in their Triple Entry Vocabulary Journal (Remembering) * Students will view informational videos and take notes on key ideas using Cornell Notes (Remembering/Analyzing) * Students will take notes during introduction to Deviance slide show (Remembering/Analyzing) * Students will take part in and lead discussions on topics in unit. (Applying/Analyzing) * Students will read and analyze a case study: Saints and Roughnecks (Remembering/Analyzing) * Students will read an article about and view the video "Eating Your Friends is the Hardest" (Remembering/Analyzing) * Students will take notes and respond to question on a worksheet during the reading and after reading an article on Social Control (Remembering/Evaluating) * Students will take part in a Socratic Seminar on deviance and social control (Evaluating/Creating) * Students will conduct a Quick Lab: Observing Friends HMH (Applying) * Students will read an article (Denmark's Fix Rooms) and the write a one page response applying one of the three perspectives (Remembering/Applying/Evaluating) * Students will view a Criminal Minds episode and discuss the deviant behavior (Applying) * Students will take notes on Techniques of Neutralization and then prepare notes for a class discussion (Remembering/Evaluating) * Students will watch videos on addiction and the journey back taking notes and preparing for class discussions (Remembering/Evaluating) * Students will research and write a report on different facets of the The Criminal Justice System (Remembering/Evaluating) * Students will conduct a criminal profile research and create a presentation (Evaluating/Creating) |
| June | * Sports and Mass Media | |  |  |  | | --- | --- | --- | |  | SOC.9-12.1.2.1 | Impact of social context on human behavior | |  | SOC.9-12.1.2.2 | Social construction of reality | |  | 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.9-12.2.1 | Students will describe the components of culture. | |  | SOC.9-12.2.2 | Students will analyze how culture influences individuals, including themselves. | |  | SOC.9-12.2.2.4 | American values | |  | SOC.9-12.2.3 | Students will evaluate important social institutions and how they respond to social needs. | |  | SOC.9-12.2.3.2 | Social statuses and roles | |  | SOC.9-12.2.4.2 | Countercultures | |  | SOC.9-12.2.4.3 | Social movements | |  | 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 | |  | SOC.9-12.3.2 | Students will explain the process of the social construction of the self. | |  | SOC.9-12.3.2.4 | Identity | |  | SOC.9-12.3.3.1 | Reference groups | |  | 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.9-12.4.2 | Students will analyze the effects of social inequality on groups and individuals. | |  | SOC.9-12.4.2.1 | Life chances | |  | SOC.9-12.4.2.2 | Social problems | |  | SOC.9-12.4.3.2 | Potential of institutions to produce, reinforce, or challenge inequality | |  | SOC.9-12.4.4.1 | Individual responses to inequality | |  | SOC.9-12.4.4.3 | Social policy responses to inequality | | **Warm-up:**   * What does it mean? * Define, Explain, Ask Questions * Take the Lead * Before, During, and After * The Topic Makes Me Think... * Post it notes * Questions from Yesterday   **Anticipatory Set:**   * Close your eyes and imagine * Classroom Post * Discussions * Predict * The A to Z game * Three words you associate with the new topic   **Closure:**   * Exit Tickets * Whip Around * Quick Doodles * I Care Why? * Journal Entry * Five W's * Classroom Post * Post-it Notes * Questions for Tomorrow * Pair-Share-Out-the-Door * Three Minute Essay * Reflective journal entries * Discussions * Observation * Stand and Tell | * Sports as a Social Institution * Perspectives and Issues in American Sport * Mass Media as a Social Institution * Perspectives and Issues in Mass Media | * Students will conduct analyze a Case Study -Read an article and analyze the change in the relationship between sports and television after 1980. (Analyzing) * Students will define key terms and phrases in triple entry vocabulary journal (Remembering) * Students will examine the conditions necessary for an activity to be called a sport. (Understanding) * Students will research the meaning behind sports logos and work with the group to create one representing the sport you invent (Understanding/Creating) * Students will conduct a Quick Lab - Conduct and analyze poll (Applying/Evaluating) * Students will take part in a class discussion examining issues in sports from the three perspectives (Understanding/Applying) * Students will research and create a time line representing the major developments in the history of mass media as a social institution (Applying/Creating) * Students will write a paper analyzing the power of the media (Analyzing) * Students will conduct a lab - Promote a class on sport and mass media (Creating) |