

2018 Unit A Introduction

Content Area: **Social Studies**
Course(s): **Sociology**
Time Period: **September**
Length: **3 weeks**
Status: **Published**

Enduring Understandings

Individual's sense of self is developed through interactions with others.

Individuals are influenced by the society in which they grow up.

Norms, folkways, and mores help establish an understanding of behavioral expectations.

Sociological perspective is a way of looking at the world that enables sociologists to see beyond commonly held beliefs to the hidden meanings behind human actions.

Sociology employs three major theoretical perspectives— functionalism, conflict, and interactionism. (The functionalist perspective focuses on order and stability, the conflict perspective focuses on power relations, and the interactionist perspective focuses on how individuals interact with one another in everyday life.)

Essential Questions

What is the culture of this classroom?

What influences how I see myself?

How do I present myself to society, and what do I hide?

How can a sociological perspective help you understand human actions?

How do theoretical perspectives explain the nature of social life?

Standards/Indicators/Student Learning Objectives (SLOs)

Students will collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments, and establish individual roles and class norms as needed.

Students will collaborate to create a safe, supportive, and accepting classroom environment.

Students will become self reflective and identify their personal strengths and vulnerabilities.

Students will define and discuss sociology and sociological perspective.

Students will understand how sociological observation allows them to gain a greater understanding of human behavior.

Students will be able to discuss how social location and sociological identity influences their perspective on the world around them.

Students will be able to define and apply the three main sociological perspectives

Students will identify where Sociology fits into the social sciences.

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.9-12.2.2	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

Lesson Titles

- Welcome
- What is Sociology?
- Seating Challenge
- Stations to familiarize themselves with the course syllabus, sign into Classroom and Remind, create a class agreement, and create name tags and share something about themselves.
- The Mask Activity
- Crash Course Sociology
- Case Study: Street Science
- Examining Social Life- Sociology and Other Social Sciences
- Thinking Like a Sociologist -
- Applying Sociological Perspectives
- Puzzling Over Theoretical Perspectives
- Spoken Word- Hidden curriculum
- Freaks and Geeks Through the Three Perspectives

21st Century Skills and Career Ready Practices:

- Civic Literacy
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Creativity and Innovation

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

- ELA
- Social Studies
- Psychology
- Technology
- SEL

LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
LA.RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

	appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SCI.9-12.DL.1.6.4	Discuss the role of family and peers in adolescent development
SCI.9-12.SC.1.2.2	Describe effects of others’ presence on individuals’ behavior
SCI.9-12.SC.1.2.3	Describe how group dynamics influence behavior
SCI.9-12.SC.1.2.4	Discuss how an individual influences group behavior
SCI.9-12.SC.2.1.3	Discuss the relationship between culture and conceptions of self and identity
SEL.PK-12.1.1	Recognize one’s feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one’s feelings and thoughts on one’s own behavior
SEL.PK-12.1.3	Recognize one’s personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings

SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- 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 evaluate the influence of norms, folkways, mores, and laws on their behavior and that of those around them. (Evaluating)
- 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 define and apply the three major theoretical perspectives to a current event article. (Understanding/Applying)
- Delsea One
- SWAG

Modifications

Formative Assessment

Warm-up:

- What is Sociology?
- Why did you take this class?
- Define, Explain, Ask Questions key terms
- The Topic Makes Me Think...
- Post-it-Notes
- 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
- 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](#)
- 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 -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
- Stand and Tell
- 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

Summative Assessment

- Class Expectations
- The Mask journal and discussion
- Vocabulary Journal
- Fairytales
- Article discussion
- Video Guide for Freaks and Geeks

Benchmark (Assessments):

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment(s):

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

- Seating Challenge
- The Mask Journal and image
- Station materials
- Folkways mores article
- Crash Course Preview
- 30-Day Challenge to Change the World — Beginning Right Now
- Personal Statement and Digital Introduction Bag- Instructions-
- HMH Text Book
- Chromebooks
- Internet
- Google Classroom

- Pinterest
- FlipGrid
- Padlet