Unit 3: Social Structure, Socialization and Deviance

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 2**
Length: **7-10 classes**
Status: **Published**

Summary

The Sociology course is designed to engage students in critical thought about the different aspects of the society they operate in, including culture, socialization, social order, deviance, race, gender, age, ethnicity, class, and stratification. By exploring various course topics, students are able to evaluate the ways in which society has changed and remained the same overtime and the impact that they can have, both as individuals and in groups. An intergenerational studies program is also included in the course allowing students to meet with members of their community from different demographic groups and apply course topics directly.

This unit is part of the larger aforementioned course sequence and specifically focuses on social structure, socialization, and deviance where students will be introduced to the sociological study of social structure and the process of socialization. Students will also discover the process of socialization where a society determines which behaviors are socially undesirable and labeled as deviant, as well as the ramifications of committing deviant behaviors. By the end of this unit, students will be able to have an applicable understanding of the social structures within a society and the process of socialization.

Revised: August 2023

Standards

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including:

economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual

orientation, race and ethnicity, disabilities, and religious tolerance.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
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.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.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.
6.1.12.CivicsDP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
6.1.12.HistoryCA.14.a	Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
6.1.12.HistoryCA.14.b	Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.1.12.HistoryCC.14.d	Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.
6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
6.1.12.EconNE.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
6.2.1	The Emergence of the First Global Age: Global Interactions and Colonialism
6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Essential Questions and Enduring Understandings

Essential Questions:

- What elements most contribute to a social structure and socialization?

- How do the three paradigms view social structure and socialization?
- How does socialization determine and control deviance in society?

Enduring Understandings:

- Social structures are patterns of relationships that endure from one generation to the next; they are derived from our culture, social groups, social class, and status.
- Socialization is the process that teaches the norms, values, and other aspects of a culture to its new members; during the process of socialization, we are taught the expectations of society including what is not acceptable in terms of deviant behavior.

Objectives

Students will know:

- Socialization involves the introduction of norms, values, and expectations of a society at various stages of life.
- Social structures and agents of socialization, such as family, schools, religion, and government, all help to build the foundations of socialization.
- Characteristics of total institutions and their role in the socialization process
- Importance and impact of primary and secondary group socialization

Students will be skilled at:

- Analyzing data to produce a claim and substantiate an argument
- Interpreting data from sociological studies
- Researching evidence to support a sociological theory
- Contextualizing data in accordance with the theoretical perspectives
- Creating service learning projects that demonstrate understanding of sociological theory and apply the spirit of community learning.
- Utilizing 21st century skills to enact community learning programs
- Developing interpersonal skills through participation in the Intergenerational Studies program.

Learning Plan

This unit includes, but is not limited to, the following learning strategies:

Feral Children Analysis: Students will view the documentary Wild Child The Story of Feral Children (YouTube) that explores the detrimental experiences of young children who suffered from limited socialization

Piaget's 4 Stages and Gift Guide Project: Students will identify the stages of childhood social development then develop a gift guide of toys to support learning and proper socialization for each stage to share with others

Hidden Rules of School: Students will closely examine the behavior rules expected and taught throughout the school day. They will then invite members of the administration to discuss their findings and share their thoughts on the manifest and latent functions of the school rules for socializing students.

Hidden Stories: Students will re-read childhood classics and analyze the socialization messages. Students will then create a podcast/video where they read the book and react to it as a novice sociologist. The post-reading discussion should highlight their ability to dissect the hidden socialization messages contained within those childhood tales and their review on whether or not the messages were received as intended.

Looking-Glass Self Meme Project: Students will be led through Cooley's and Mead's theories about self-identity and then create a meme poster of how one believes others see them.

The Truman Show **Film Study:** Students will view The Truman Show through a sociologist's lens to explore how impactful small daily messages can shape a person's reality. Students will take notes from theoretical perspectives and will complete a reflection after the conclusion of the film.

Adulthood Case Study: Students will investigate and discuss a two-part socialization issue as Gen Zers enter the workforce in the post-pandemic world. Students watch a documentary and then reflect. Later they will formulate questions that they can ask Gen Zers they know and compare responses across other generations.

Community Learning Activity 1: Title IX in Cranford Athletics - Students will learn about Title IX and social policy with the specific focus on athletics. The athletic director will be invited to speak about Title IX and how it impacts or influences Cranford Athletics programs past, present and future. After listening to the status of Cranford High School and our adherence to Title IX, students will create a social media campaign

proposal to highlight and promote our history of breaking gender barriers in sports.

Socialization Interactive Notebook: Students will summarize the key concepts associated with socialization in a digital format in which they investigate the concept and apply their knowledge in a variety of formats and applications.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Bell Ringer Activities
- Socialization Interactive Notebook

Summative Assessments:

- *The Truman Show* Reflection
- Key Concepts QuizCore Book List 2021-22
- Community Learning Activity 1: Title IX in Cranford Athletics
- Intergenerational Studies Program- Students meet with local Senior Citizens and discuss topics we are learning about in class that correlate to perspectives of both generations. Students can write reflections or create a podcast during the Intergenerational Studies with the school's mobile podcast equipment.

Benchmark Assessments:

- Open-Ended Essay: encapsulate understanding of concepts by forming a personalized and supported answer to the not-so-simple question, “How have I been taught to be?”

Alternative Assessments:

- Sociological Concepts Curation Project - Throughout the course, students can select key artifacts from various forms of media to highlight key sociological concepts. For each artifact, they must compose a narrative explaining how the curated piece reflects the assigned sociological concept.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

Videos:

- Social Development: Crash Course Sociology #13
- Socialization: Crash Course Sociology #14
- Social Interaction & Performance: Crash Course Sociology #15
- Social Groups: Crash Course Sociology #16
- Deviance: Crash Course Sociology #18
- Theory & Deviance: Crash Course Sociology #19
- Wild Child The Story of Feral Children (YouTube)
- The Truman Show film

Articles:

- How Parents Might Pass On ‘Unhealthy Perfectionism’ To Their Kids by Mark Travers

- Siblings shape each other's character by Cristen Conger
- Changing norms around free speech? By Clifford Young & Sarah Feldman

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Sociology content and skills:

- Modify reading levels of articles
- Adjust duration of direct instruction
- Provide time for students to process their responses before asking for contributions during class.
- Model expectations for assignments and provide clear rubrics with detailed instructions