

06_Sociology CP: Independent Research Projects: Social Inequality, Social Institutions, Changing Society, Racism, Gender, Social Stratification

Content Area: **Social Studies**
Course(s):
Time Period: **Semester**
Length: **4 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

This course focuses on the dynamics of social development and change in terms of the geographic, biological, cultural, and environmental forces that act on the individual and the group. Within this context, students will explore customs, traditions, and the roles of various social systems that impact group life. Students will learn the basic principles, concepts, and research findings in sociology and will become acquainted with sociological research methods and procedures by conducting various research exercises. Students will be presented with opportunities to discuss current topics, events, real life experiences, and applications of sociological theories and research. Furthermore, students will learn the organizational and study skills important to succeed in college courses, as well as develop their oral and written communication skills as they write and present research findings. Students will also be exposed to exercises, demonstrations, and video presentations designed or selected especially for this course.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

According to the American Sociology Association's National Standards For High School Sociology (2015):

Domain 3: Social Relationships: Self, Groups, and Socialization

- This domain 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.'

Domain 4: Stratification and Inequality

- This domain 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.

Enduring Understanding(s):

- Students will understand why it is important to address students' needs to understand their social contexts in order to understand themselves.
- Students will understand that 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.
- Students will understand that not only does society influence groups and individuals, but also that groups and individuals influence society in a reciprocal fashion.
- Students will understand that when they are better aware of 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.
- Students will understand that systems of stratification, socialization, and group memberships affect individuals' social status.
- Students will understand that some factors produce opportunities and advantages for some and disadvantages for others.
- Students will understand that some potential responses to social issues on individual, local, societal and global scales can create inequality.

Essential Question(s):

- How do social institutions influence society?
- What are the catalysts for social movements?
- What causes inequality?
- How does inequality affect different groups?

CONTENT AREA STANDARDS

SOC.9-12.2.3	Students will evaluate important social institutions and how they respond to social needs.
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.2.4	Students will assess how social institutions and cultures change and evolve.
SOC.9-12.2.4.3	Social movements

SOC.9-12.4	Stratification and Inequality
SOC.9-12.4.1	Students will identify common patterns of social inequality.
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality
SOC.9-12.4.3	Students will explain the relationship between social institutions and inequality.
SOC.9-12.4.3.1	Distribution of power through social institutions
SOC.9-12.4.3.2	Potential of institutions to produce, reinforce, or challenge inequality
SOC.9-12.4.4	Students will assess responses to social inequality.
SOC.9-12.4.4.1	Individual responses to 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

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

CS.K-12.3.a	Identify complex, interdisciplinary, real-world problems that can be solved computationally.
CS.K-12.3.b	Decompose complex real-world problems into manageable sub-problems that could integrate existing solutions or procedures.
CS.K-12.7	Communicating About Computing and Design
CS.K-12.7.a	Select, organize, and interpret large data sets from multiple sources to support a claim.
CS.K-12.7.b	Describe, justify, and document computational and/or design processes and solutions using appropriate terminology consistent with the intended audience and purpose.
CS.K-12.7.c	Articulate ideas responsibly by observing intellectual property rights and giving appropriate attribution.
LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent

	understanding of an idea or event, noting discrepancies among sources.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.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.WHST.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 specific 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.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
	Media have embedded values and points of view.
	Research to Build and Present Knowledge
	Production and Distribution of Writing
	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will know:

- Social institutions and cultures change and evolve, including countercultures and social movements.
- Common patterns of social inequality, such as, privilege, power, racial and ethnic inequality, class inequality, and gender inequality.
- The effects of social inequality on groups and individuals such as life chances and social problems.
- The relationship between social institutions and inequality.
- Distribution of power through social institutions.

Procedural Knowledge

Students will be able to:

- Assess how social institutions and cultures change and evolve.
- Identify common patterns of social inequality.
- Analyze the effects of social inequality on groups and individuals.
- Explain the relationship between social institutions and inequality.
- Assess responses to social inequality.

EVIDENCE OF LEARNING

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Formative Assessments

For this unit, formative assessments can/will include:

- Complete benchmarks on time.
- Review past examples and judge the quality of the presentation visuals.
- Develop an outline of their presentation and conference with the teacher.
- At the end of each presentation, presenters should include some type of review to ensure

the class has learned the information. This can be questions, a review game, a crossword puzzle, a word search, a discussion, etc.

- Daily current events discussion led by students to become more aware of what is happening in the world around them.
- Read and answer questions for 3-7 case studies. There are comprehension, analytical, and critical thinking questions with each of the case studies. Students will begin working on one in class and must complete them in a week. Each student must do three and may complete up to seven for additional grades.
- Oprah Freedom Riders Reunion episode reflection
- Converting the Klan
- Gender Padlet

Alternative:

- Nearpods

Summative Assessments

For this unit, summative assessments can/will include:

- Students will complete an introductory teacher created quiz.
- Students will research and examine various sources of the Sociological topic of their choice. Students will have to compile the information into a presentation and create a review based on Bloom's taxonomy to check for learning. The teacher will break down the requirements of the presentations and reinforce the importance of this grade. Students must analyze the primary source documents that coincide with their topic to include in their presentations. The presentations must be between 7-15 minutes long. They must summarize the information at the end of the presentation with some type of review to be sure that the other students retained the information. After the assignment is explained, the teacher will show samples of past lessons and offer suggestions.
- History of Pride Month Nearpod
- Combating Discrimination and Prejudice Nearpod

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources Include:

Core:

- Age (Generation Gap) Coolidge, Shelley Donald. “Generation Apart.” *The Christian Science Monitor*, August 9, 1999. - on department shared drive
- Age (The Right to Die Euthanasia) Quill, Timothy. “To Cease Upon the Midnight,” *Economist*, Vol. 332, Issue 7881 (September 17, 1994), p. 21. - a on department shared drive\
- Education (Marking The Grade Harder) Toch, Thomas. “Making the Grade Harder.” *US News and World Report*, Vol. 125, Issue 13 (October 5, 1998), p. 59. - on department shared drive
- Education (Schooled in Failure) Saltzman, Amy. “Schooled in Failure?” *U.S. News and World Report*. Vol. 117, Issue 18 (November 7, 1994). Pp. 88. - on department shared drive
- Employment (Mom, Dad, I Want a Job) Saltzman, Amy. “Mom, Dad, I Want a Job.” *US News and World Report*. (May 17,1993). Pp. 68. - on department shared drive
- Family (Genetic Genealogy) Kalb, Claudia. “DNA Testing: In Our Blood,” *Newsweek*, Vol. CXLVII, No.6 (February 6, 2006). Pp. 46-55. - on department shared drive
- Government (Japanese Internment Camps) Chang, Gordon H. “Witness and Victim.” *Humanist*, Vol. 58, Issue 1 (Jan. /Feb.1998), p. 21. - on department shared drive
- Religion (Mormon and Unmarried) Jeninne Lee-St. John. “Alone In the Pews,” *Time*, Vol.166, No. 24. (December 12, 2005), p. 53. - on department shared drive
- *Remember the Titans* film
- Schaefer, Richard T. *Sociology* 13th ed. McGraw-Hill Companies, Inc. New York: New York, 2011. Chapter 7-22.
- Social Inequality (Lucy Stone On Marriage) Stone, Lucy. “Lucy Stone Calls for Women’s Rights (1855),” *History of Woman Suffrage*. Elizabeth Cady Stanton, Susan B. Anthony, and Matilda J. Gage, eds. (North Stratford, NH: Ayer Company Publishers, 1979). - on department shared drive

Supplemental:

- Social Reforms (Welfare Reform: Is It Working?) Greenwald, Gerald. “A Farewell to Alms.” *Chief Executive*, Issue 129 (November 1997), p.34. - on department shared drive
- Sports (The Paradox of Sport) Eitzen, Stanley D. “The Paradox of Sport—The Contradictory Lessons Learned,” *The World and I*, Vol. 11, Issue 7 (July 1996), p. 306. - available on department shared drive
- Technology (Medical Ethics: Do You Want To Live A Hundred Years?) Mitcham, Carl.

“Technology and Ethics: Medical Miracles Make Moral Muddles,” *The World and I*, Vol. 11, (March 1, 1996), pp. 314. - on department shared drive

- Classroom LMS

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

INTERDISCIPLINARY CONNECTIONS

English/Language Arts

- Information Writing
- Implementation of conventions of Standard English

Science & Health

- Social Emotional Learning
- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Technology/Multimedia

- Video case studies
- Researching based writing
- Audio/visual media analysis

Visual Performing Arts

- Cinematic Analysis

Career Readiness

- Use technology to enhance productivity.
- Employ valid and reliable research strategies.