03_Sociology CP: Socialization

Content Area: **Social Studies**
Course(s):
Time Period: **Semester**
Length: **3 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.

Essential Question(s):

- What is the critical period?

- Why is socialization so important?
- Which factors of socialization have the most influence?

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.

CONTENT AREA STANDARDS

SOC.9-12.3	Social Relationships: Self, Groups, and Socialization
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.9-12.3.2.2	Role-taking
SOC.9-12.3.2.3	Generalized other
SOC.9-12.3.2.4	Identity
SOC.9-12.3.3.1	Reference groups

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

LA.RH.11-12	Reading History
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.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best

	accords with textual evidence, acknowledging where the text leaves matters uncertain.
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.WHST.11-12	Writing History, Science and Technical Subjects
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.2.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	Production and Distribution of Writing
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.11-12.7	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.11-12.9	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.2	Attend to financial well-being.
TECH.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
TECH.K-12.P.6	Model integrity, ethical leadership and effective management.
TECH.K-12.P.7	Plan education and career paths aligned to personal goals.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.
	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
	Media have embedded values and points of view.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will know:

- Primary agents of socialization: family, peers, media, schools, and religion
- The process of the social construction of the self including I & me, role-taking, generalized other, and identity.
- The social construction of groups and their impact on the life chances of individuals

including reference groups.

Procedural Knowledge

Students will be able to:

- Describe the process of socialization across the life course.
- Explain the process of the social construction of the self.
- Examine the social construction of groups and their impact on the life chances of individuals.

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:

- Students will read the case studies: *Isabella, Genie, and Anna, Do Parents Have an Effect? and Living in Isolation and Cyberbullying*.
- Students will watch the film, *Mean Girls,* and will write an essay explaining the connections between Socialization and the film.
- Read and answer questions regarding HIB policy.
- Survivor Activity: In cooperative groups, students will create a survival plan. The students are given a list of items but they can only bring 4 of the 10 to their camp. They must decide which items are the most important then create a plan explaining their anticipations of the obstacles ahead.
- *Mocking Bird Don't Sing* –Students will observe what happens if a child is not taught socialization skills before his or her critical period has been reached. This is a movie based on the case study of Genie. Students will take notes.
- Observe *Mean Girls* and take notes for instances where their assigned character is involved in a HIB as a victim, bully, or bystander.

Alternative:

- Review Challenge BINGO: receive bingo board with Socialization terms in all of the squares. The teacher will read a question aloud and students have to write the question number in the appropriate answer box. The first person to get 5 in a row wins.

Summative Assessments

For this unit, summative assessments can/will include:

- Students will complete an introductory teacher created quiz.
- Students will set up their own ten year class reunions based on current rates and information. They need to schedule the activities, figure out seating arrangements, music selection, invitation planning, and location booking. Students will be graded on the how well they prepare for people to socialize at this event. This proposal will be presented.
- Use the Mean *Girls* notes where their assigned character is involved in a HIB as a victim, bully, or bystander and explain why it is involved with HIB policy. They will note examples of socialization concepts from the movie and at the end reconstruct the scenes using the 20 things to do instead of bullying chart. The scene where bullying took place is now turned into a positive outcome.
- *Mocking Bird Don't Sing* –Students write a reflection essay around the concept of lack of socialization and factors that contribute to socialization.
- *My Big Fat Greek Wedding* exit ticket questions.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources Include:

Core:

- *Mean Girls* Film
- *Mockingbird Don't Sing* film
- Ann Sullivan and Helen Keller communication film clip
- Westrup, Hugh. "Who Rules—Peers of Parents?" Current Science, Vol 84, Issue 16 (May 14, 1999), p8. - available on department shared drive
- Sekaquaptewa, Helen, Me and Mine: The Life Story of Helen Sekaquaptewa (Tucson: The University of Arizona Press, 1969), pp. 7-15.
- "Chapter 4: Socialization Reading Test." Sociology and You. McGraw Hill Companies, Inc. pp 109, 113-114.

Supplemental:

- Schaefer, Richard T. Sociology 13 th ed. McGraw-Hill Companies, Inc. New York: New York, 2011. Chapter 4.
- Classroom LMS

INTERDISCIPLINARY CONNECTIONS

English/Language Arts

- Information Writing

- Narrative Writing
- Implementation of conventions of Standard English
- Language Acquisition

Math

- Data collection/analysis
- Financial/Economic/Business/Entrepreneurial Literacy

Science

- Environmental Literacy

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

- Educational tech applications
- Audio/visual media analysis

Career Readiness

- Use technology to enhance productivity.

- Employ valid and reliable research strategies.
- Work productively in teams while using cultural global competence.
- Applicable career options are discussed as they arise throughout the course; career options include but are not limited to business, journalism, education, psychology, social work, politics, research and art.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.