

05_Sociology CP: Social Groups, Organizations, Deviance, and Social Control

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):

- What are the nature and social functions of deviance?
- What are the components of social groups?
- How does social control influence individuals and society?

CONTENT AREA STANDARDS

SOC.9-12.3	Social Relationships: Self, Groups, and Socialization
SOC.9-12.3.1.2	Deviance and conformity
SOC.9-12.3.3	Students will examine the social construction of groups and their impact on the life chances of individuals.
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	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.9-12.4.2.3	Inter- and intra-group conflict

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.
CS.K-12.4.a	Extract common features from a set of interrelated processes or complex phenomena.
CS.K-12.5	Creating Computational Artifacts
CS.K-12.5.a	Plan the development of a computational artifact using an iterative process that includes reflection on and modification of the plan, taking into account key features, time and resource constraints, and user expectations.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
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:

- The process of socialization across the life course including deviance and conformity.
- 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 primary groups, secondary groups, in-groups, and out-groups.

Procedural Knowledge

Students will be able to:

- Describe the process of socialization across the life course.
- Examine the social construction of groups and their impact on the life chances of individuals.
- Analyze the effects of social inequality on groups and 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 have a list of social group vocabulary terms and will have to write a description of a scene in the movie, *Pleasantville*, where the term was demonstrated.
- Read Case Study: *Hate Group on the Internet*. Students will read and answer questions about groups and organization on the internet.
- DO NOW: Reflection Question: How will future generations view your generation? What will they say about your youth? List items that define your generation. Students will independently answer questions on the concepts of groups in a paragraph. Then, the class will review the answers as a group where students share their opinions.
- Creating a Functional Object (OR the highest spaghetti tower with the addition of one foot of tape) with food to illustrate the rapport that takes place while working in a group. Students will be given marshmallows and spaghetti and must construct a functional object or the highest tower with a piece of tape added to the mix as a group.
- Review Challenge Monopoly: In pairs, answer questions based on the basic concepts of the unit to evaluate what information they have retained in class. Each student will receive a game board and must complete the questions to move onto the next space. Students are challenged to answer every question on the board.
- Students will have a list of deviance vocabulary terms and will have to write a description of a scene in the movie, *Pleasantville*, where the term was demonstrated.
- Student will discuss different scenarios and will have to practice labeling which type of

deviance would take place.

- Case studies- Capital Punishment and Internet Hate Crimes- Students will read and answer questions.
- Independently students will complete a worksheet asking comprehension, analytical, and critical thinking questions about social groups.
- Have the students make judgements toward capital punishment and journal about their opinions. Then, have the class compose a Venn Diagram of the pros and cons of capital punishment as a sentence. Students should also research statistics about capital punishment and add them to the class padlet.com page. Afterwards have the students journal about their opinions.

Alternative:

- Jeopardy Review Challenge: Students will form four teams and each group will take turns answering their chosen question. If they are correct they are awarded points, if not the next team has a chance to steal the question. The team with the most points at the end receives 3 extra credit points on their test.

Summative Assessments

For this unit, summative assessments can/will include:

- Students will complete a teacher created quiz.
- Students will design their own group conformity or group dynamic experiment and will have to test, log, evaluate, and present their conclusions. If social distancing policies do not allow this, students will answer reflection questions about breaking social norms.
- Students will construct a proposal to improve school spirit and present it to a board. The class will vote and the top ideas will be presented to the student council or another venue to help improve school climate.
- Students will have a list of deviance and social control vocabulary terms and will have to write a description of a scene in the movie, *Pleasantville*, where the term was demonstrated.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources Include:

Core:

- Schaefer, Richard T. Sociology 13 th ed. McGraw-Hill Companies, Inc. New York: New York, 2011. Chapter 5 & 6.

- “The Curse of Cliques.”- available on department shared drive
- “Hate Groups and the Internet” - available on department shared drive
- Child, Lydia M. “Against Capital Punishment.” Essential Documents, 1492-Present, p. 220. - available on department shared drive
- McAfee Virtual Criminology Report: North American Study into Organized Crime and the Internet. Santa Clara, CA: McAfee, Inc. (July 2005).
- www.padlet.com

Supplemental:

- *My Big Fat Greek Wedding* film
- *Pleasantville* film
- *MS-13* documentary
- 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 & Health

- Social Emotional Learning
- Integrate quantitative or technical information expressed in words in a text. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- 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

Visual Performing Arts

- Dramatization

Career Readiness

- Use technology to enhance productivity.
- Employ valid and reliable research strategies.
- Literary responses (critical)
- 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.