SOCIOLOGY

Length of Course: Semester
Elective / Required: Elective
Schools: High School
Student Eligibility: Grade 11-12
Credit Value: 2.5 Credits
Date Approved: August 24, 2015
# Table of Contents

- Statement of Purpose .................................................. 3
- Course Objectives ...................................................... 4
- Time Line ................................................................. 5
- Unit One: The Sociological Perspective ......................... 6
- Unit Two: Culture, Social Structure and Discrimination .... 10
- Unit Three: Socialization and Deviance ......................... 16
- Unit Four: The Family-Start of Social Institutions .......... 22
- Unit Five: Education-Social Institutions ....................... 24
- Unit Six: Political and Economic Institutions ................. 26
- Unit Seven: Religion-Social Institutions ....................... 28
- Unit Eight: Sport-Social Institutions ......................... 30
- Unit Nine: Social Change and Collective Behavior .......... 32

*Modifications will be made to accommodate IEP mandates for classified students.*
Statement of Purpose

Sociology is a semester-long elective that presents students with an introduction to the academic discipline. Students develop an understanding of the ways sociologists investigate, describe and analyze social life. In addition, it is intended that the student develops a feeling for the excitement and significance of sociological research.

The course will also hone the essential skills that reside at the heart of the social studies discipline. Referenced throughout the guide are the skills prescribed by the Common Core. In each chapter, for example, students will write —cohesive and coherent passages, read complex primary sources, and integrate multiple sources of information.

In essence the course involves looking at the world in which we live, asking questions and solving problems. This is done by using the sociological perspective to gain a deeper understanding of social trends, cultural change, social inequality, social institutions, and human social development. By taking sociology students will gain a new way of looking at the world in which we live and begin to make connections between human behavior and society.
Course Objectives

The student will be able to:

1. Develop an understanding of the ways sociologists investigate, describe, and analyze social life

2. Leverage tools of the different social studies disciplines to think deeply and broadly about issues facing contemporary society.

3. Develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.
Timeline

First Quarter Units: 1-4
Second Quarter Units: 1-9
Unit I: The Sociological Perspective  
Topic 1: An Invitation to Sociology

**Targeted Standards:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Unit Objectives/Conceptual Understandings:** Students will be able to understand that sociology studies human social behavior and that sociology is a relatively young science; and that sociology includes three major theoretical perspectives (functionalism, conflict and symbolic).

**Essential Questions:** How does a sociologist think?

**Unit Assessment:** Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations.

<table>
<thead>
<tr>
<th>Core Content Objectives</th>
<th>Instructional Actions</th>
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<tbody>
<tr>
<td><strong>Cumulative Progress Indicators</strong></td>
<td><strong>Concepts</strong></td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RH.11-12.8</strong> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</td>
<td>I. The Sociological Perspective</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.WHST.11-12.1a</strong> 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.</td>
<td>A. The Nature of Sociology</td>
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<td>B. The Importance of Patterns</td>
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<td>C. Acquiring Sociological Imagination</td>
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<td>II. The Origins of Sociology</td>
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<td>A. European Origins</td>
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<td>B. Sociology in America</td>
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</table>
### Unit I: The Sociological Perspective
#### Topic 1: An Invitation to Sociology (Cont.)

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<tr>
<th>Cumulative Progress Indicators</th>
<th>Core Content Objectives</th>
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<tbody>
<tr>
<td><strong>Concepts</strong></td>
<td><strong>Skills</strong></td>
<td><strong>Activities/Strategies</strong></td>
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<tr>
<td>What students will know.</td>
<td>What students will be able to do.</td>
<td>Technology Implementation/Interdisciplinary Connections</td>
</tr>
</tbody>
</table>
| CCSS.ELA-Literacy.WHST.11-12.1b Develop claim(s) and counterclaims fairly 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. | III. Theoretical Perspectives  
A. The Role of Theoretical Perspectives  
B. Functionalism  
C. Conflict Perspective  
D. Symbolic Interactions | 6. Identify the three major theoretical perspectives | |
| Resources:  
*Sociology and You*  
Chapter 1  
p. 2-23 | Instructional Adjustments: Modifications, student difficulties, possible misunderstandings. |
### SocioLOGY

#### Unit I: The Sociological Perspective

**Topic 2: Sociologists Doing Research**

**Targeted Standards:** Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Unit Objectives/Conceptual Understandings:** Students will be able to understand that when scientists do qualitative research, they generally use surveys or pre-collected data; that the research process is made up of several distinct steps that may not always be strictly followed; and that researchers have an obligation to protect participants’ privacy.

**Essential Questions:** How do sociologists research a topic? To which procedures and codes must they adhere?

**Unit Assessment:** Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations.

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<tr>
<td>8.1.12.F.1: Select and use specialized databases for advanced research to solve real-world problems.</td>
<td><strong>I. Research Methods</strong></td>
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<td>A. Doing Research in the Social Sciences</td>
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<td>B. Survey Research</td>
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<td>C. Secondary Analysis</td>
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<td>D. Field Research</td>
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<td><strong>II. Procedures and Ethics in Research</strong></td>
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- CCSS.ELA-Literacy.WHST.11-12.7 Conduit 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
## Unit I: The Sociological Perspective
### Topic 2: Sociologists Doing Research (Con’t)

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<td>What students will know.</td>
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<td>multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
<td>A. Steps for Doing Research</td>
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<td>B. Ethics in Social Research</td>
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<td>CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</td>
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<td><strong>Resources:</strong></td>
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<td>Sociology and You</td>
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<td>Chapter 2</td>
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<td>pp. 36-58</td>
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<tr>
<td><strong>Instructional Adjustments:</strong></td>
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<td>Modifications, student difficulties, possible misunderstandings.</td>
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<td>6.1.12.A.7.b: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.</td>
<td>1. Class viewing of a video—The Amish; Children of God</td>
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<tr>
<td>CCSS.ELA-Literacy.WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an</td>
<td>2. Power Point Presentations—what norms and values guide our school culture.</td>
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**Cumulative Progress Indicators**

- **Concepts:**
  - 
  - **Skills:**
    - Explain how culture and heredity affect social behavior
    - Describe how language and culture are related
    - Name the essential components of culture
    - Discuss how cultural diversity is promoted within a society

- **Activities/Strategies:**
  - Class discussions

- **Assessment Check Points:**
  - Quizzes
  - Essays
  - Tests combining both multiple-choice and writing components
  - Class discussions
### Core Content Objectives

**Concepts**

*What students will know.*

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<thead>
<tr>
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<th>III. Norms and Values</th>
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<tr>
<td>A.</td>
<td>Norms: The Rules We Live By.</td>
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<tr>
<td>B.</td>
<td>Folkways, Mores, and Laws</td>
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<tr>
<td>C.</td>
<td>Enforcing the Rules</td>
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<td>D.</td>
<td>Values: The Basis for Norms</td>
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<td>E.</td>
<td>Basic Values in the U.S.</td>
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### Skills

*What students will be able to do.*

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<th>5. Understand the role of ethnocentrism in society</th>
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<td>6.</td>
<td>Identify similarities in cultures around the world</td>
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### Activities/Strategies

**Technology Implementation/Interdisciplinary Connections**

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### Assessment Check Points

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**Cumulative Progress Indicators**

- Organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- CCSS.ELA-Literacy.WHST.11-12.1b Develop claim(s) and counterclaims fairly 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.

- CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
## Unit II: Culture, Social Structure and Discrimination
### Topic 1: Culture (Con't)

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<tr>
<td><strong>Concepts</strong></td>
<td>What students will know.</td>
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<tr>
<td>CCSS.ELA-Literacy.RH.11-12.8</td>
<td>A. Cultural Change</td>
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<td>CCSS.ELA-Literacy.RH.11-12.9</td>
<td>B. Cultural Diversity</td>
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<td>C. Ethnocentrism</td>
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<td>D. Cultural Universals</td>
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**Skills**
What students will be able to do.

**Activities/Strategies**
Technology Implementation/Interdisciplinary Connections

**Assessment Check Points**

**Resources:**
*Sociology and You*
Chapter 2
pp. 36-58

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings.
Targeted Standards: Standard 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Unit Objectives/Conceptual Understandings: Students will be able to explain the specific definitions particular to minorities, race, and ethnicity. Students will be able to understand that the patterns of racial and ethnic relations take two forms (assimilation and conflict). Students will be able to recognize that prejudice involves attitudes, while discrimination is about behavior; and to understand that discrimination in the U.S. has caused some ethnic and racial groups to lag behind the white majority in numerous areas.

Essential Questions: What makes a particular group feel like outsiders? What factors reside at the heart of racial and ethnic relations? What makes someone prejudice? Can prejudice be overcome?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations.

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<td>Concepts</td>
<td>Skills</td>
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<td></td>
<td>What students will know.</td>
<td>What students will be able to do.</td>
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</table>
| 6.1.12.A.14.c: Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups. | I. Minority, Race and Ethnicity  
   A. Minorities  
   B. Defining Race  
   C. Ethnicity | 1. Describe what sociologists mean by the terms minority, race, and ethnicity | 1. Power Point Presentation on the History of Discrimination-what have different group been treated in American history? | 1. Quizzes |
| 6.1.12.D.14.b: Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence. | II. Racial and Ethnic Relations  
   A. Patterns of assimilation | 2. Discuss patterns of racial and ethnic relations | 2. Class discussion-what makes a particular group feel like outsiders? | 2. Essays |
|                               |           | 3. Discuss the difference between prejudice and discrimination | | 3. Tests combining both multiple – choice and writing components |
|                               |           |           | | 4. Class discussions |
## Core Content Objectives

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<th>Cumulative Progress Indicators</th>
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<th>Skills</th>
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CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
### Unit II: Culture and Social Structure
#### Topic 2: Minorities and Discrimination (Con’t)

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<td><strong>Concepts</strong></td>
<td><strong>Skills</strong></td>
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<td></td>
<td><em>What students will know.</em></td>
<td><em>What students will be able to do.</em></td>
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<tr>
<td>C. Latinos</td>
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<td>D. Native Americans</td>
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<td>E. Asian Americans</td>
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<td>F. White Ethnics</td>
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**Resources:**
*Sociology and You*
Chapter 9
pp. 274-301

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings.
Targeted Standards: Standard 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Unit Objectives/Conceptual Understandings: Students will be able to understand that socialization is the cultural process of learning to participate in group life; recognize that all three theoretical perspectives agree that socialization is needed if cultural and societal values are to be learned; and to recognize that during childhood and adolescence, the major agents of socialization are family, school, peer group, and mass media.

Essential Questions: What moves an individual to think and act as they do?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations. Formative assessments to include

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<tr>
<th>Cumulative Progress Indicators</th>
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<th>Assessment Check Points</th>
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<td>Concepts</td>
<td>Skills</td>
<td>Activities/Strategies</td>
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<td></td>
<td>What students will know.</td>
<td>What students will be able to do.</td>
<td>Role Play activity—what is acceptable dress in our high school? What is not? What explains the difference?</td>
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<tr>
<td></td>
<td>I. The Importance of Socialization</td>
<td>1. Define the term socialization</td>
<td>Class survey—your families values vs. your own. What are the similarities? What are the differences?</td>
</tr>
<tr>
<td></td>
<td>A. Socialization and Personality</td>
<td>2. Discuss the role socialization plays in human development</td>
<td>3. Tests combining both multiple – choice and writing components</td>
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<td></td>
<td>B. Case Studies on Isolated Children</td>
<td>3. Explain the key concepts of socialization from the symbolic interactionist perspective</td>
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<td>II. Socialization and the Self</td>
<td>4. Analyze the role of family, school, peer group, and media in socializing young</td>
<td>4. Class discussions</td>
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<td></td>
<td>A. The Functionalist and Conflict perspective on Socialization</td>
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### Unit III: Socialization and Deviance
#### Topic 1: Socialization

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<th>Activities/Strategies</th>
<th>Assessment Check Points</th>
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</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.RH.11-12.7</td>
<td>What students will know.</td>
<td>Discuss processes for socialization in adulthood</td>
<td>Internet Discussions with students from other countries—How is life different there?</td>
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<tr>
<td>CCSS.ELA-Literacy.RH.11-12.8</td>
<td>What students will be able to do.</td>
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<td>B. Symbolic Interactionism and Socialization</td>
<td>III. Agents of Socialization</td>
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<tr>
<td>III. Agents of Socialization</td>
<td>A. The Family and Socialization</td>
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<td>B. Socialization in Schools</td>
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<td></td>
<td>C. Peer Group Socialization</td>
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<td>D. The Mass Media and Socialization</td>
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### Resources:
* Sociology and You
  * Chapter 4
  * pp. 108-128

### Instructional Adjustments:
* Modifications, student difficulties, possible misunderstandings.
Unit III: Socialization and Deviance  
Topic 2: Conformity and Deviance

**Targeted Standards:** Standard 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Unit Objectives/Conceptual Understandings:** Students will be able to understand that deviance is the violation of social norms. Students will be able to recognize that deviance can have both negative and positive consequences for society; to understand that symbolic interaction perspective yields two theories of deviance; and to understand that conflict perspective looks at deviance in terms of social inequality and power.

**Essential Questions:** What moves an individual to think and act as they do?

**Unit Assessment:** Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations. Formative assessments to include

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</table>
| 6.1.12.A.14.b: Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies. | **Concepts**  
What students will know.  
I. Deviance and Social Control  
A. The Nature of Deviance  
B. Social Control  
II. Functionalism and Deviance  
A. Costs and benefits of deviance  
B. Strain Theory | **Skills**  
What students will be able to do.  
1. Define what is meant by deviance  
2. Define social control and identify the major types of social control  
3. Discuss the positive and negative consequences of deviance  
4. Differentiate the major functional theories of deviance | **Activities/Strategies**  
Technology Implementation/Interdisciplinary Connections  
1. Class reading—what constitutes deviance?  
2. Class discussion: do view of deviance change over time? |  
1. Quizzes  
2. Essays  
3. Tests combining both multiple-choice and writing components  
4. Class discussions |
### Unit III: Socialization and Deviance

#### Topic 2: Conformity and Deviance (Con’t)

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#### Concepts

- **C. Control theory**
- **III. Symbolic Interactionism and Deviance**
  - A. Differential Association theory
  - B. Labeling Theory
- **IV. Conflict Theory and Deviance**
  - A. Deviance in an Industrial Society
  - B. Race, Ethnicity and Crime
  - C. White Collar Crime
- **V. Crime and Punishment**
  - A. Measurement of Crime
  - B. Juvenile Crime
  - C. Approaches to Crime Control

#### Skills

- 5. Discuss the conflict theory view of deviance
- 6. Describe four approaches to crime control
Unit III: Socialization and Deviance  
Topic 2: Conformity and Deviance (Con’t)

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<td>Skills</td>
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<td>What students will know</td>
<td>What students will be able to do</td>
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</table>

**CCSS.ELA-Literacy.WHST.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**CCSS.ELA-Literacy.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.
### Core Content Objectives

**Concepts**  
*What students will know.*

**Skills**  
*What students will be able to do.*

### Instructional Actions

**Activities/Strategies**  
Technology Implementation/Interdisciplinary Connections

**Assessment Check Points**

### Cumulative Progress Indicators

CCSS.ELA-Literacy.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.

### Resources:

*Sociology and You*

Chapter 7  
pp. 202-232

### Instructional Adjustments:

*Modifications, student difficulties, possible misunderstandings.*
Unit IV: The Family—Start of Social Institutions

**Targeted Standards: Standard 6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Unit Objectives/Conceptual Understandings:** Students will be able to appreciate that in all societies the family has been the most important social institution. Students will be able to recognize that the family is the very core of human social life and that although love is the prevailing reason people decide to get married that there still remain other different and equally valid reasons; and, lastly, to have an awareness of the many patterns of marriage and family living have emerged in the United States.

**Essential Questions:** How does the introduction of the foundational role of the family impact the nature versus nurture debate? In what ways do similar family environments produce similar people? What are some of the societal reasons, other than the feeling of love, that cause people to get married? How does marriage differ across cultural barriers? What inferences can be garnered from the current census data regarding the institution of marriage in the United States—ie: age, ethnicity, trends, etc.—state of marriage. Do these findings uphold or challenge popular conceptions of marriage you have?

**Unit Assessment:** Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations.

<table>
<thead>
<tr>
<th>Core Content Objectives</th>
<th>Instructional Actions</th>
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<tbody>
<tr>
<td><strong>Cumulative Progress Indicators</strong></td>
<td><strong>Concepts</strong></td>
</tr>
</tbody>
</table>
| 6.1.12.A.16.C: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries. | I. Family and Marriage Across Cultures  
A. Defining the Family  
B. Patterns of Family Structure  
C. Marriage and choosing a mate  
II. Theoretical Perspectives and the Family  
A. Functionalism  
B. Conflict Theory  
C. Symbolic Interactionism | 1. Describe types of family structure and norms for marriage arrangement.  
2. Compare and contrast views of the family proposed by three major perspectives.  
3. Outline the extent and cause of divorce in America. | 1. Students will compare present and past definitions of marriage using the sociological perspective.  
2. Construct visual representations of the three major sociological perspectives, ie: Venn Diagrams; comparison charts  
3. Compare present and past reasons people provide for getting divorced in America | 1. Quizzes  
2. Essays  
3. Tests combining both multiple – choice and writing components  
4. Class discussions |
### Unit IV: The Family—Start of Social Institutions (Con’t)

<table>
<thead>
<tr>
<th>Cumulative Progress Indicators</th>
<th>Concepts What students will know.</th>
<th>Skills What students will be able to do.</th>
<th>Activities/Strategies Technology Implementation/Interdisciplinary Connections</th>
<th>Assessment Check Points</th>
</tr>
</thead>
</table>

**Resources:**
*Sociology and You*
Chapter 11
pp. 344-371

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings.
### Unit V: Education—Social Institutions

**Targeted Standards: Standard 6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Unit Objectives/Conceptual Understandings:** Students will be able to understand that schools are becoming increasingly bureaucratic; students should also appreciate the nature of education as a response to the needs of society, that the aim of creating a true meritocracy is much harder in practice as inequalities in educational are not easily dismissible and lastly, and the highly influential socialization that occurs as a result of the setting of educational institutions.

**Essential Questions:** How does the bureaucratic nature of schools shape us in both known and unknown ways? What are some of the benefits and drawbacks a centralized educational system has on the development of the individual? How has the goal and nature of the public education system in the United States changed over time in response to cultural and ideological shifts, as well as advancements in technology? How do the three major sociological perspectives view the role of education in societies? According to sociological evidence, what types of generalizations and trends can be garnered about the manifold relationship between education and its interaction with other social factors? (ie: relationship of test scores to income, etc…)

**Unit Assessment:** Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations.

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<td><strong>Activities/Strategies</strong></td>
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<tr>
<td>What students will know.</td>
<td>What students will be able to do.</td>
<td>Technology Implementation/ Interdisciplinary Connections</td>
</tr>
<tr>
<td>CCSS.ELA-literacy.WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create</td>
<td>1. Discuss schools as bureaucracies.</td>
<td>1 and 2. Analyze how the bureaucracy of schools deal with the shifting values of students by examining the school code of conduct and the changes over the years and how the rules have been modified to promote the basic function of education.</td>
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<td>2. Outline the basic function of education.</td>
<td>3. Integrate and evaluate multiple sources of information by examining the history of public education.</td>
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<td>3. Evaluate the merit-based nature of public education.</td>
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<td>4. Describe the ways in which schools socialize students.</td>
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<td>1. Quizzes</td>
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<td>2. Essays</td>
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<td>3. Tests combining both multiple – choice and writing components</td>
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<td>4. Class discussions</td>
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### Unit V: Education—Social Institutions (Con’t)

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<tr>
<th>Cumulative Progress Indicators</th>
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<th>Activities/Strategies</th>
<th>Assessment Check Points</th>
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<td><strong>Core Content Objectives</strong></td>
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<tr>
<td><strong>Conclusions</strong></td>
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<tr>
<td>I. Functionalist Perspective</td>
<td>A. Manifest functions of</td>
<td>5. Describe educational</td>
<td>4. Produce clear and</td>
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<td>education</td>
<td>inequality.</td>
<td>coherent writing by</td>
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<td>B. Latent Functions of</td>
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<td>writing a descriptive</td>
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<td>education</td>
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<td>essay on how schools</td>
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<td>act as agents of</td>
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<td>socialization.</td>
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<tr>
<td>II. Conflict Perspective</td>
<td>A. Meritocracy</td>
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<td>5. Take a position on</td>
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<td></td>
<td>B. Issues of inequality</td>
<td></td>
<td>a current public policy</td>
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<td></td>
<td>C. Cognitive ability</td>
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<td>debate over charter</td>
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<td>D. Promoting Educational</td>
<td></td>
<td>versus private schools</td>
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<td></td>
<td>Equality</td>
<td></td>
<td>with sociological and</td>
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<tr>
<td>III. Symbolic Interaction</td>
<td>A. The Hidden Curriculum</td>
<td></td>
<td>historical evidence.</td>
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<td></td>
<td>B. Teachers and</td>
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<td>Textbooks—socialization</td>
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<tr>
<td>Resources:</td>
<td>Sociology and You</td>
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<td>Chapter 12</td>
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<td>pp. 386-409</td>
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**CCSS.ELA-Literacy.RH.11-12.8** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-literacy.WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings.

**Instructional Actions:**

4. Produce clear and coherent writing by writing a descriptive essay on how schools act as agents of socialization.

5. Take a position on a current public policy debate over charter versus private schools with sociological and historical evidence.
Unit VI: Political and Economic Institutions—Social Institutions

Targeted Standards: Standard 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Unit Objectives/Conceptual Understandings: Students will appreciate and understand that authority is the sanctioned use of power, the two major models of political power are elitism and pluralism, capitalist economies are based on private property and the pursuit of profit and that in theory government should play a minor role in regulating the economy, that the modern corporation has become an extremely powerful and influential organization; lastly, to realize that workers of today and in the future are, and will be facing, a changing labor environment.

Essential Questions: Why do human come together to form governments? Are humans innately political or do environmental influences push humans to form societies with centralized governments? What are some of the different ways the concept of democracy is interpreted across the globe? Where does America's definition of democracy fall within this list? To what extent does the type of government people live under have on the individual choices available to them? According to the evidence, how does the global economy impact the American worker?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations. Formative assessments to include

<table>
<thead>
<tr>
<th>Cumulative Progress Indicators</th>
<th>Core Content Objectives</th>
<th>Instructional Actions</th>
<th>Assessment Check Points</th>
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</thead>
<tbody>
<tr>
<td>6.1.12.A.14.a: Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.</td>
<td>I. Power and Authority A. Definitions of power and authority B. Forms of authority C. Types of political systems D. Democracy E. Totalitarianism F. Authoritarian II. Political Power in American Society A. Influence of the Vote B. Two Models of Political Power C. Functionalist Perspective: Pluralism</td>
<td>1. Distinguish among power, coercion, and authority. 2. Identify three forms of authority. 3. Discuss differences among democracy, totalitarianism and authoritarianism, as well as their relationship to capitalism and socialism. 4. Explain how voting is an exercise of power.</td>
<td>1. Produce clear and coherent writing by defining in a well-written essay the differences between relationship between power, coercion and authority. 2. Construct geographic representations depicting the three forms of authority. 3. Analyze the differences between various structures of government by researching and presenting their findings in a group project.</td>
</tr>
</tbody>
</table>
### Unit VI: Political and Economic Institutions—Social Institutions (Con’t)

#### Core Content Objectives

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Skills</th>
<th>Activities/Strategies</th>
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</table>

#### Instructional Adjustments:

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings.

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**Resources:**

*Sociology and You*  
Chapter 13  
pp. 422-450


Unit VII: Religion—Social Institutions

**Targeted Standards: Standard 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Unit Objectives/Conceptual Understandings:** Students will understand the study of religion as the study of sacred things, as well as its diverse functionality, meaning and potent agent of social change. Students will also be able to appreciate the various organizational structures of different belief systems and the drive of others to secularization.

**Essential Questions:** How does religion allow greater understanding of who we are? Are we naturally religious or do other members of society convince many that they need the proper environment? How does religion manifest itself as human behavior within one’s own society, between different cultures and across different periods of time? How does the sociological evidence regarding religion allow one to challenge their personal beliefs?

**Unit Assessment:** Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations.

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<tbody>
<tr>
<td><strong>Concepts</strong> What students will know.</td>
<td><strong>Skills</strong> What students will be able to do.</td>
<td><strong>Activities/Strategies</strong> Technology Implementation/Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>I. Religion and Sociology A. The Sociological Meaning of Religion B. The Sociological Study of religion</td>
<td>1. Explain the sociological meaning of religion</td>
<td>1. Integrate and evaluate multiple sources of information from diverse cultures and produce a visual representation of the sociological meaning of religion.</td>
<td>1. Quizzes</td>
</tr>
<tr>
<td>II. Theoretical Perspectives A. Functionalism and Religion B. Conflict Theory C. Symbolic Interactionism</td>
<td>2. Describe the different views of religion as seen by the major theoretical perspectives.</td>
<td>2. Produce clear and coherent writing by explaining how the three major theoretical perspectives view religion.</td>
<td>2. Essays</td>
</tr>
<tr>
<td>III. Religious Organization and Religiosity A. Religious organization B. Religiosity</td>
<td>3. Distinguish the basic types of religious organizations.</td>
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<td>3. Tests combining both multiple-choice and writing components</td>
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<tr>
<td>IV. Religion in the United States</td>
<td>4. Discuss the meaning and nature of religiosity.</td>
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<td>5. Define secularization and describe its relationship to religiosity in the United States.</td>
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<td>4. Class discussions</td>
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### Unit VII: Religion—Social Institutions

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<tr>
<th>Cumulative Progress Indicators</th>
<th>Core Content Objectives</th>
<th>Instructional Actions</th>
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<tbody>
<tr>
<td><strong>Concepts</strong>&lt;br&gt;What students will know.</td>
<td><strong>Skills</strong>&lt;br&gt;What students will be able to do.</td>
<td><strong>Activities/Strategies</strong>&lt;br&gt;Technology Implementation/Interdisciplinary Connections</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</td>
<td>A. Secularization B. Fundamentalism</td>
<td>6. Discuss religious fundamentalism in the United States from the sociological perspective.</td>
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<tr>
<td>CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</td>
<td></td>
<td>5. Compare present and past events by using the Scopes Monkey Trial (1925) to access the current controversies in various school districts across the United States.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.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.</td>
<td></td>
<td>6. Take a sociologist position on the current public policy toward fundamentalist groups of various religions that exist within the United States.</td>
</tr>
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### Resources:
*Sociology and You*
Chapter 14
pp. 462-481

### Instructional Adjustments:
Modifications, student difficulties, possible misunderstandings.
**Unit VIII: Sport—Social Institutions**

**Targeted Standards: Standard 6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Unit Objectives/Conceptual Understandings:** Students will be able to appreciate and understand the nature of sport as a social institution that fulfills some important need; as well as how the three major sociological perspectives—functionalists view sport positively as a means of socialization, conflict theorists believe sports can harm character development, and symbolic interactionists see sports as developing identity and relationships. Additionally, students will be able to grasp the connection between sports and societal mobility.

**Essential Questions:** How does the playing of sports allow us understand how we become who we are? Are the games we play to be found naturally within us or does society create games that can be sometimes antithetical to our nature? How do sports manifest themselves as human behavior within different societies and different time periods? How are sports understood by the three major theoretical perspectives? How, and why, do the larger problems of society exist within sports? Do the larger social ramifications of sports challenge your own beliefs about sports related issues?

**Unit Assessment:** Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations.

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<thead>
<tr>
<th>Core Content Objectives</th>
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<th>Assessment Check Points</th>
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<tbody>
<tr>
<td><strong>Cumulative Progress Indicators</strong></td>
<td><strong>Concepts</strong></td>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td>6.3.12.A.1: Evaluate what makes a good rule or law.</td>
<td>I. The Nature of Sport</td>
<td>1. Justify sport as an American institution.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</td>
<td>A. A definition of sport</td>
<td>2. Compare and contrast sport in America from a functionalist, conflict, and symbolic interactionist perspective.</td>
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<td>B. Sport as a social institution</td>
<td>3. Understand the relationship between American sport and social mobility.</td>
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<td>C. Sport, culture and society</td>
<td>4. Cite evidence of sexism and racism in American sport.</td>
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<td>D. Sport subcultures</td>
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# Unit VIII: Sport—Social Institutions (Con’t)

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<th>Cumulative Progress Indicators</th>
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<tr>
<td>Concepts</td>
<td>Skills</td>
<td>Activities/Strategies</td>
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<tr>
<td>What students will know.</td>
<td>What students will be able to do.</td>
<td>Technology Implementation/Interdisciplinary Connections</td>
</tr>
<tr>
<td>III. Social Issues in Sport</td>
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<td>Assessment Check Points</td>
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<tr>
<td>A. Sport and social mobility</td>
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<td>B. Sport and racism</td>
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<tr>
<td>C. Sexism in sport</td>
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<td>CCSS.ELA-Literacy.RH.11-12.8</td>
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<td>Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</td>
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<td>CCSS.ELA-Literacy.RH.11-12.9</td>
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<td>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</td>
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## Resources:
* Sociology and You
  Chapter 15
  pp. 494-512

## Instructional Adjustments:
* Modifications, student difficulties, possible misunderstandings.
Unit IX: Social Change and Collective Behavior

Targeted Standards: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Unit Objectives/Conceptual Understandings: Students will be able to appreciate and understand that social change refers to new behavior with important short and long term impacts, that functionalism views societies as relatively stable, conflict perspective believes that society is in constant change, that symbolic interactionists view the loss of shared values as a source of social instability, how collective behavior describes how people coalesce around a common short-term goal, and social movements tend to be more permanent and organized versus other types of collectives.

Essential Questions: Is the urge to begin and participate in movements relating to collective social change and innate drive or more determined by the environment we inhabit? How is social change understood temporally and under the functionalist and conflict perspectives? What does sociological evidence say about the interaction between social change and manifestations in the larger culture? How does this sociological evidence challenge popularly held beliefs about social change and collective behavior?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations.

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<td><strong>Cumulative Progress Indicators</strong></td>
<td><strong>Concepts</strong></td>
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<tr>
<td>CCSS.ELA-literacy.WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</td>
<td>I. Social Change  A. Defining Social Change  B. Social processes  C. Technology  D. Population  E. The Natural Environment  F. Revolution and War  II. Theoretical Perspectives on Social Change  A. The Functionalist Perspective  B. The Conflict Perspective  C. Symbolic Interactionism</td>
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## Unit IX: Social Change and Collective Behavior (Con’t)

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<tr>
<th>Cumulative Progress Indicators</th>
<th>Core Content Objectives</th>
<th>Instructional Actions</th>
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</table>
| **Concepts**
*What students will know.* | **Skills**
*What students will be able to do.* | **Activities/Strategies**
Technology Implementation/Interdisciplinary Connections | **Assessment Check Points** |
| CCSS.ELA-literacy.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. | III. Collective Behavior
A. Defining collective behavior
B. Rumors, legends, fads and fashions.
C. Mass hysteria and panics
D. Crowds
E. Crowds
F. theories of crown behavior | 5. Compare and contrast theories of crowd behavior.  
6. Compare and contrast theories of social movements. | 3 and 4. Integrate and evaluate multiple sources of information regarding the function and conflict resulting from mass social movements.  
5. Construct various forms of representations of the cultural spatial and temporal movement to demonstrate patterns of physical and human phenomenon  
6. Distinguish valid arguments from false arguments regarding social movements. |
| CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. | IV. Social Movements
A. The nature of social movements
B. Primary Types of social movements
C. Theories of social movements | | |
# Unit IX: Social Change and Collective Behavior (Con’t)

<table>
<thead>
<tr>
<th>Cumulative Progress Indicators</th>
<th>Core Content Objectives</th>
<th>Instructional Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concepts</strong></td>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>What students will know.</td>
<td>What students will be able to do.</td>
<td>Activities/Strategies Technology Implementation/Interdisciplinary Connections</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RH.11-12.8</strong> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</td>
<td></td>
<td>Assessment Check Points</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RH.11-12.9</strong> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Resources:**
*Sociology and You*  
Chapter 17  
pp. 566-591

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings.