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| <b>Course Title – Sociology</b>   |   |
| <b>Implement start year – 2018-2019</b>   |   |
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| <b>Unit #2 , topic – Social Institutions</b>  |   |
| <b>Transfer Goal –</b><br>Students will be able to independently use their learning to interpret how the institutions within a society can affect the structure, organization, and fundamental characteristics of a group of people.  |   |
| <b>Stage 1 – Desired Results</b>  |   |
| <p style="text-align: center;"><b><u>Established Goals</u></b></p> <p style="text-align: center;"><b>2009 NJCCC Standard(s), Strand(s)/CPI #</b><br/>(<a href="http://www.nj.gov/education/cccs/2009/final.htm">http://www.nj.gov/education/cccs/2009/final.htm</a>)</p> <p style="text-align: center;"><b>Common Core Curriculum Standards for Math and English</b><br/>(<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)</p> <p><b>ASA National Standards for Sociology</b><br/>2.3 Students will evaluate important social institutions and how they respond to social needs.<br/>2.4 Students will assess how social institutions and cultures change and evolve.<br/>3.1 Students will describe the process of socialization across the life course.<br/>3.2 Students will explain the process of the social construction of the self.<br/>3.3 Students will examine the social construction of groups and their impact on the life chances of individuals.</p> <p>NJCCC 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and</p> | <p style="text-align: center;"><b><u>21<sup>st</sup> Century Themes</u></b><br/>( <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a> )</p> <p><input checked="" type="checkbox"/> Global Awareness<br/> <input checked="" type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy<br/> <input checked="" type="checkbox"/> Civic Literacy<br/> <input type="checkbox"/> Health Literacy<br/> <input type="checkbox"/> Environmental Literacy</p> <hr/> <p style="text-align: center;"><b><u>21<sup>st</sup> Century Skills</u></b></p> <p><i>Learning and Innovation Skills:</i><br/> <input checked="" type="checkbox"/> Creativity and Innovation<br/> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving<br/> <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i><br/> <input checked="" type="checkbox"/> Information Literacy<br/> <input checked="" type="checkbox"/> Media Literacy<br/> <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> |

promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They

*Life and Career Skills:*

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

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| <p>evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br/>Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>  |  |
| <p><b><u>Enduring Understandings:</u></b><br/><i>Students will understand that . . .</i></p> <p><b>EU 1</b><br/>Political and economic systems provide a population with laws and security, manage social stability and change, distribute talent, goods, and wealth, and determine social mobility.</p> <p><b>EU 2</b><br/>Though the structure and function of families change, it remains a fundamental unit of organization in a society.</p> <p><b>EU 3</b><br/>Throughout history religious institutions have served as a source of unity, belonging, guidance, social stability and change for people.</p> <p><b>EU 4</b><br/>Societies use educational institutions to teach literacy, promote individual growth and talent, and spread a common cultural identity.</p> <p><b>EU 5</b><br/>In an ever changing landscape the functions of media, technology, &amp; leisure activities are becoming more integral to the cohesion of society.</p> | <p><b><u>Essential Questions:</u></b></p> <p><b>EU 1</b></p> <ul style="list-style-type: none"> <li>• How democratic of a society is the US?</li> <li>• What responsibility does a government have to its people?</li> <li>• Which is the best economic system for a society?</li> <li>• How much control should a government exert over its people?</li> </ul> <p><b>EU 2</b></p> <ul style="list-style-type: none"> <li>• Can families change structure yet keep the same functions?</li> <li>• Why is domestic abuse so prevalent in so many cultures?</li> <li>• To what extent should a government support the family as an institution?</li> <li>• Is it the responsibility of the family to care for the elder generations?"</li> </ul> <p><b>EU 3</b></p> <ul style="list-style-type: none"> <li>• How has religion been a force to both unite and divide people?</li> <li>• To what degree is there a separation of church and state in the US?</li> <li>• What role does religion play in our daily lives? Politics? National identity?</li> <li>• Do western religions and eastern faiths address the same needs for people?</li> </ul> |

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|   | <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• How is education differently valued and executed in high, middle, and low income societies?</li> <li>• What are the most effective types of educational systems?</li> <li>• What is the purpose of schooling? How can we interpret the functionality of the institution differently both within our culture and in the societies around the globe?</li> <li>• What are the most pressing issues facing education in the modern world and how should they be addressed?</li> </ul> <p><i>EU 5</i></p> <ul style="list-style-type: none"> <li>• To what extent does mass media influence our lives?</li> <li>• Can and should news be unbiased and balanced? Why?</li> <li>• How has the 'hyper-media' transformation affected society?</li> <li>• How do people use their leisure time and to what extent is that a reflection of the society in which they operate?</li> <li>• Why are elements of sport, competition, leisure, and artistic expression common to all cultures?</li> </ul> |
| <p><b>Knowledge:</b><br/><i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• the different types of political and economic systems and how they function.</li> <li>• how political and economic systems affect the lives of people living under them.</li> <li>• how people identify themselves on a political spectrum and what that entails.</li> <li>• the challenges facing modern economic and political institutions.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• what constitutes a family and how that differs around the world.</li> <li>• the extent to which class, race, gender can shape family life.</li> <li>• how sociologists interpret the role of the family differently.</li> <li>• the changes that take place in a person's family over the course of a lifetime.</li> </ul> | <p><b>Skills:</b><br/><i>Students will be able to . . .</i></p> <ul style="list-style-type: none"> <li>• Analyze and draw inferences from primary sources</li> <li>• Recognize bias and interpret different points of view</li> <li>• Compare and contrast the credibility of differing ideas</li> <li>• Develop questions and plan investigations that apply sociological concepts and tools</li> <li>• Gather, evaluate, and use resources and evidence</li> <li>• Communicate conclusions and take informed action</li> </ul>   |

- how marriage, divorce, remarriage, and violence are viewed across cultures and time and how they affect the people within those cultures.

*EU 3*

- how the different theoretical schools of sociology interpret religion differently.
- the ways in which religions can serve as a catalyst of change in society.
- the similarities and differences between major religions in the world.
- how a person's integration into a religious institution affects their lives.

*EU 4*

- why education has become an increasingly important aspect of the modern world.
- the merits and drawbacks of education systems in different societies.
- the functions and various forms of schooling in the US.
- how schools deal with major issues such as violence, discipline, student passivity.
- how issues involving standardized testing and achievement impact schools.
- the challenges of funding and achieving equity in US schools.
- how schools are changing to meet the needs of a modern society.

*EU 5*

- how bias and point of view impact the presentation of information.
- how social media is different than older forms of media (newspaper, publishers, broadcast media).
- how social media is changing the way people consume and understand information.
- the role of leisure, the arts, and sports in various societies.
- the changing nature of work and its impact on leisure time.
- how sports reflect and reinforce the values of a society.
- how artistic expression is received in different societies.

## Stage 2 – Assessment Evidence

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Essays
- Quizzes
- Tests
- Presentations
- Research Projects

## Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:**

Politics and Economics

- Create a graphic organizer detailing different types of political and economic systems. (A)
- Read and discuss selected works on the foundations of government, politics and economics. (A)
- Compare and contrast the lives of people living in different systems around the world. (A,M)
- Write a character sketch that describes a person's lifestyle living in a society typical of each quadrant on the political compass (M)
- Create and conduct questionnaires on political leaning and plot respondents on the political compass based on their responses (M,T)
- Evaluate and plot on the political compass a current political issue and economic issue. (M,T)
- Illustrate the dynamics of wealth distribution of major economic models (using pennies, buttons, etc). (A,M)
- Debate the merits of mandatory voting laws using data from nations with similar political systems to the US. (M,T)
- Write a letter/email to a political representative that advocates for a particular political or economic policy. (T)

Family

- Compare and contrast family organizations around the world. (A,M)
- Read and discuss sociological interpretations of the family structure (A)
- Simulate a hypothetical conversation among sociologists discussing theoretical approaches to the structures within the family (M, T)
- Compare rates of divorce around the world and throughout history and discuss reasons for the variations (A,M)
- Research and present how family law (marriage, divorce, adoption, child support, domestic abuse) is managed in different states. (M)
- Compare the structure and function of families with high socioeconomic status with that of families with low socioeconomic status. (A,M)
- Explain how the representation of families in popular culture has changed over time. (M)
- Compare the merits of child-raising practices and philosophies in different societies (M,T)
- Assess how families in different societies handle caring for aging relatives. (A,M)
- Create a fictional 'family' and describe the key aspects of family life (household rules, family members' roles, child raising philosophies). (M,T)

## Religion

- Read and discuss selected sociological texts on the functions of religion. (A)
- Create a Venn diagram comparing the major religions of the world. (A)
- Compare and contrast religious ceremonies amongst different sects of religions. (A,M)
- Create a presentation on movement of social change that was started by religion. (M)
- Articulate the differences between western religions and eastern faiths. (A,M)
- Create a slideshow that demonstrates how each of the dimensions of religiosity are expressed in three different faiths. (A,M)
- Identify periods of time when social changes contributed to changes in religion's place in US society. (A,M)
- Find evidence of and discuss current changes in how Americans identify and affiliate with religion. (M,T)
- Predict the state of religion in the US in 20 years regarding American's religious affiliation, how religions serve their adherents, and religion's impact on the political and social sphere. (T)

## Education

- Outline the characteristics of different types of schooling. (A)
- Analyze LRHSD student handbook for issues involving violence and discipline. (A,M)
- Use DOE report cards to compare statistics of your home school to different schools around the states and draw conclusions from this analysis. (M,T)
- Research the median income of a person with a high school diploma, college degree, and no high school diploma and compare lifetime earnings. (A,M)
- Evaluate the education systems in three other nations and list the advantages and drawbacks of each system compared to the US. (A,M)
- Research ways high schools are changing to meet the needs of the 21st century workplace. (M,T)
- Assess school behavior and discipline policies to see which are the most effective. (M,T)
- Participate in a mock school board meeting. Students can try to find solutions to issues important to their school. (T)
- Evaluate the impacts of corporate influences in textbooks and standardized tests. (M)
- Debate the merits of different educational systems around the world (Finland, Japan, UK). (A,M)
- Create an imaginary "perfect" educational system. (M,T)

## Leisure and Media

- View clips of "Friday Night Lights" and discuss how the portrayal of athletic competition reinforces values. (A,M)
- Compare leisure activities around the world with socioeconomic status of the communities in which they exist. (M)
- Write a research paper on the historic relationship between work and leisure time. (A, M)
- Compare news stories from different outlets for examples of bias. (A,M)
- Tour virtual art galleries and discuss commonalities amongst artistic expressions within a given culture. (A,M)
- Create a chart that groups media companies by their parent corporation. (A)
- Analyze the message and format of TV/internet advertisements from three different generations in the US. (M,T)
- Present three artists (2 current, 1 from past history) who have been censored or limited by their government and/or society. (M,T)
- Evaluate a personal 'media bubble' for bias and its impact on a person's point of view. (T)