

### Understanding By Design Unit Template

|                        |                    |                    |         |
|------------------------|--------------------|--------------------|---------|
| <b>Title of Unit 1</b> | Sociology          | <b>Grade Level</b> | 11. 12  |
| <b>Curriculum Area</b> | Sociology          | <b>Time Frame</b>  | 6 weeks |
| <b>Developed By</b>    | Rose Ann Berberich |                    |         |
|                        |                    |                    |         |
| <b>Standards</b>       |                    |                    |         |

**Key Ideas and Details:**

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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.

**Craft and Structure:**

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).

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**Integration of Knowledge and Ideas:**

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.

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.

**Range of Reading and Level of Text Complexity:**

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

| Understandings            | Essential Questions |         |
|---------------------------|---------------------|---------|
| Overarching Understanding | Overarching         | Topical |

|   |   |  |
|---|---|--|
| <p>Sociology is related to the other social sciences which seek to understand the social world objectively by means of controlled and repeated observations. Sociology is the study of society and human behavior. The sociological perspective stresses that people's social experiences- the groups to which they belong and their experiences within these groups- underlie their behavior.</p> <ul style="list-style-type: none"> <li>● Sociological Perspective</li> <li>● Methods of Sociological Research</li> <li>● Sociological Theories</li> <li>● Founders of Sociology</li> </ul> | <p>What is Sociology?<br/>         What do sociologists do?<br/>         Who are the major Sociologists and what did they research?</p> | <ul style="list-style-type: none"> <li>● How does the environment/ society influence human behavior?</li> <li>● How did sociology originate and what role did the founders play in the development of this social science?</li> <li>● What are the three major theories to studying sociology?</li> <li>● What is the purpose of scientific research in the field of sociology?</li> <li>● When did sociology first appear as a separate discipline?</li> <li>● What is the difference between basic and applied sociology?</li> </ul> |
| <b>Related Misconceptions</b>   |   |  |
| Sociology vs psychology   |   |  |
| <p><b>Knowledge</b><br/>         Students will know...</p>  | <p><b>Skills</b><br/>         Students will be able to...</p>   |  |

|   |  |
|---|--|
| <p>I. The Sociological Perspective</p> <p>A. The Nature of Sociology</p> <p>B. The Importance of Patterns</p> <p>C. Acquiring Sociological Imagination</p> <p>II. The Origins of Sociology</p> <p>A. European Origins</p> <p>B. Sociology in America</p> <p>III. Theoretical Perspectives</p> <p>A. The Role of Theoretical Perspectives</p> <p>B. Functionalism</p> <p>C. Conflict Perspective</p> <p>D. Symbolic Interactions</p> | <ul style="list-style-type: none"> <li>- Define Sociology</li> <li>- Describe two uses of sociological perspectives</li> <li>- Distinguish Sociology from other social sciences</li> <li>-Outline contributions of the major pioneers of sociology</li> <li>- Summarize the development of sociology in the US.</li> <br/> <li>- Describe the basic quantitative and qualitative research method used by sociologists</li> <br/> <li>- Discuss basic research concepts</li> <br/> <li>- Explain the steps sociologists use to guide research</li> <br/> <li>- Discuss ethics in sociology</li> <li>-Students will be able to compare and contrast social norms among various subcultures.</li> <li>-Students will be able to create analogies that describe culture and how it shapes behaviors.</li> <li>-Students will be able to argue and defend nature vs. nurture behaviors.</li> <li>-Compare and contrast the sociological perspective and how it differs from other social sciences.</li> <li>-Identify, differentiate among, and apply a variety of sociological theories.</li> <li>-Analyze the key founders and their role in sociology</li> <li>-Understand the steps in the scientific method and how to apply these to sociological concepts</li> </ul> |
|---|--|

**Assessment Evidence (Stage 2)**

**Performance Task Description**

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>Goal</b></li> <li>• <b>Role</b></li> <li>• <b>Audience</b></li> <li>• <b>Situation</b></li> <li>• <b>Product/Performance</b></li> <li>• <b>Standards</b></li> </ul> | <p>3 perspectives collage</p> <p>3 perspectives scenarios</p> <p>Students will write an essay comparing and contrasting the social norms of two cultures within the United States.</p> <p>Students will perform a case study of themselves and their immediate families and evaluate whether family behaviors are influenced by nature or nurture.</p> <p>Students will get into groups of no more than three. They will apply the three sociological theories to the common interaction of Sports. They will choose a spokesperson to share out at the end of their allotted time</p> |
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## Other Evidence

in class discussions

Think pair shares

Turn and talks

Mini debates

In class polls and surveys

Essay exit slip

Mind maps

Chalk talk- this will help the less vocal students in the class still be able to engage in the discussions

**Learning Plan (Stage 3)**

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

-Power Point presentation---“The Pioneers of Sociology”

- Class discussion: how does a Sociologist work differently than a historian?
- Class reading: viewing the United States as an outsider would.
- Completion of Graphic Organizer using internet databases—comparing qualitative to quantitative approaches and also the sociological approach to that of other disciplines.
- Class discussion: why should a social scientist be bound by ethical guidelines? Where is the potential for abuse?
- The teacher must explain the meaning of the word sociology and how others shape our behavior. Have students write a narrative on one of the topics below. How would your lives differ if you were: \* Born 100 years ago \* Born into a wealthy aristocratic family \* Born in a less developed country. Investigate the impact, both positive and negative, of early leading theorists within social science by creating a graphic organizer .on Auguste Comte, WEB Du Bois, Emile Durkheim, Karl Marx, Harriet Martineau, George Mead, Max Weber, Talcott Parsons, Robert Merton, and Herbert Spencer etc. Have students create a graphic organizer of characteristics of the different types of social sciences...
- Have students use a graphic organizer to compare the three major theoretical perspectives of sociology: Have students understand the meaning of sociological perspective. Describe Sociological Imagination. Compare sociology to other social sciences. Define anthropology, psychology, economics, political science and history. Identify C. Wright Mills Have students write a narrative on their Sociological Perspective, :if you were: Cut off in traffic - reaction; Loud crowd in restaurant - reaction
- The first episode of Freaks and Geeks, shortly after the intro credits, has a perfect illustration of the perspectives. The family is sitting around the kitchen table and they're talking about the homecoming dance. The mom wants her kids to go because school is also learning how to socialize. Her daughter retorts that it is just an excuse for the Board Approved: May 12, 2016 8 | Page popular kids to experiment with sex in their cars. Finally, the dad lays down the law by saying they're both going, because he said so. Students will need to look at the scenario and apply the three sociological perspectives to the scene and analyze & explain how each applies.
- Divide students into groups to create three Web diagrams over the Revolutions that prompted the beginnings of Sociology (American, French & Industrial). Things to include: components (cause/effect) of the revolutions, how did they affect society, and how did they lead to Comte, Spencer & Marx begin to study societal issues/change.
- 1. Brainstorm different stereotypes on the board. 2. Read “Fighting Stereotype Stigma” by Bruce Bower 3. Class discussion about the question “Should we use stereotypes in our daily lives.”
- 1. Students will plan and prepare to dress outside their “norm” to create a new first impression. 2. Students will all come to school dressed outside their normal way of

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### Understanding By Design Unit Template

|                        |                    |                    |         |
|------------------------|--------------------|--------------------|---------|
| <b>Title of Unit 1</b> | Culture            | <b>Grade Level</b> | 11. 12  |
| <b>Curriculum Area</b> | Sociology          | <b>Time Frame</b>  | 6 weeks |
| <b>Developed By</b>    | Rose Ann Berberich |                    |         |
|                        |                    |                    |         |
| <b>Standards</b>       |                    |                    |         |

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By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

| Understandings            | Essential Questions |         |
|---------------------------|---------------------|---------|
| Overarching Understanding | Overarching         | Topical |

|   |  |   |
|---|--|---|
| <p>-Students will describe the development of sociology as a social science by identifying methods and strategies of research and by examining the contributions of sociology to the understanding of social issues.</p> <p>-All human groups possess culture which is passed down from one generation to another. People are naturally ethnocentric, although some try to practice cultural relativism. Symbols, gestures, language, values, norms, folkways, mores are all important parts of understanding culture.</p> <ul style="list-style-type: none"> <li>● Components of Culture</li> <li>● Social Institutions</li> <li>● Values</li> <li>● Social Movements</li> </ul> | <p>What is culture? What is American culture?<br/>         What are the subcultures and countercultures?<br/>         What are norms, folkways, and mores?<br/>         Are cultures around the world similar or different in all regards?</p> | <ul style="list-style-type: none"> <li>● How does one's culture influence their behavior?</li> <li>● What are the core American values?</li> <li>● How do American cultural universals compare/contrast with the cultural universals of the world?</li> <li>● What subcultures/ countercultures exist with the United States?</li> <li>● What are the components of nonmaterial culture?</li> <li>● Why is language significant to culture?</li> <li>● How is technology changing culture?</li> </ul> |
| <b>Related Misconceptions</b>   |  |   |
|   |  |   |
| <p><b>Knowledge</b><br/>         Students will know...</p>  | <p><b>Skills</b><br/>         Students will be able to...</p>  |   |

- I. The Basis of Culture
  - A. Culture and Society
  - B. Culture & Heredity
  - C. Sociobiology
- II. Language and Culture
  - A. Symbols, Language and Culture
  - B. The Sapir-Wharf Hypothesis
- III. Norms and Values
  - A. Norms: The Rules We Live By.
  - B. Folkways, Mores, and Laws
  - C. Enforcing the Rules
  - D. Values: The Basis for Norms
  - E. Basic Values in the U.S.
- IV. Beliefs and Material Culture
  - A. Beliefs and Physical objects
  - B. Ideal and Real Culture
- V. Cultural Change and Similarity

- 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
- Understand the role of ethnocentrism in society
- Identify similarities in cultures around the world
- Analyze how culture influences individuals
- Evaluate important social institutions and how they respond to social needs
- Examine the subcultures/countercultures of the United States
- Students will research and analyze the development of sociology as a social science.
- Students will distinguish fact from opinion as they research sociology's claims and counter claims, and be able to argue the merit of each side's contributions to the understanding of social issues.
- Students will be able to compare and contrast sociology to other social sciences, i.e. economics, government, geography, and history and their shaping of common culture.

**Assessment Evidence (Stage 2)**

**Performance Task Description**

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

-Students will compare and contrast their own culture to another culture reflecting upon the differences and similarities and argue the merit of each cultural difference in a power point presentation.

-Students will research a leading theorist in sociology who they agree with and write an argumentative paper defending the theory. Students must present the claims and counter claims surrounding the theory and its founder.

-Research Project 1- May I take your order please?

**Other Evidence**

in class discussions  
 Think pair shares  
 Turn and talks  
 Mini debates  
 In class polls and surveys  
 Essay exit slip  
 Mind maps  
 Chalk talk- this will help the less vocal students in the class still be able to engage in the discussions

**Learning Plan (Stage 3)**

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
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- Class viewing of a video--The Amish; Children of God

- Power Point Presentations-what norms and values guide out school culture.

- Reading of World War I propaganda--how does that change how we live?

-Have students to complete the Culture Lesson. Have students use a graphic organizer to compare the key components of culture. Have students write a narrative on the key components of culture. Have students to complete the Culture Simulation

-Have students carry out the Cultural Norm lesson. Have students \complete the Deviance Exercise Have students write a narrative on the differences among Folkways, Mores, Laws, and Taboos. Have students complete the Culture Exercise

-Activity 4- What is a value

-Activity 5- On Assignment for National Geographic

-Activity 6- Create your own Culture

-Students will read the article, The Nacirema, take note of the ritual behaviors and material elements of the Nacirema culture and then respond to the following questions.

1. What are the cultural beliefs of the Nacirema in regards to the human body?
2. What are two specific behaviors the Nacirema engage in as a result of their beliefs about the body?
3. What roles do the medicine men and the "latipso" play in this culture and what evidence suggests the medicine men are highly valued in this culture?
4. Based on the importance of bodily appearance and function in this culture, describe other rituals (two) the Nacirema might engage in to be cured of their impurities.
5. Who are the Nacirema and what evidence was available for you to determine your conclusion?

-Students will use their sociological lenses to analyze cultural components of the film, "The Gods Must Be Crazy" Students will note key elements of culture and answer the following questions using evidence from the film.

1. Identify key elements of the Bushman's material culture.
2. Identify key elements of modern city man's culture.
3. What are some of the critical beliefs and values of the Bushmen (nonmaterial/symbolic culture)?
4. Ditto for modern city humans.
5. Provide evidence of culture shock, both on the part of the Bushmen and of the city people.
6. How can we use cultural relativism to analyze and understand the Bushman's culture?

### Understanding By Design Unit Template

|                 |               |             |         |
|-----------------|---------------|-------------|---------|
| Title of Unit 1 | Socialization | Grade Level | 11. 12  |
| Curriculum Area | Sociology     | Time Frame  | 6 weeks |

**Developed By**

Rose Ann Berberich

## Standards

### Key Ideas and Details:

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| Understandings   | Essential Questions  |  |
|--|--|--|
| Overarching Understanding  | Overarching  | Topical  |
| <p>Human characteristics come from nature and nurture. Language and intimate social interaction are essential to the development of what we consider to be human characteristics. Socialization influences not only how we express our emotions, but also what we feel. Gender socialization is a primary means of controlling human behavior. There are many agents used to complete this socialization process including the family, the neighborhood, religion, day care, school, peer groups, sports, the mass media, and the workplace.</p> <ul style="list-style-type: none"> <li>• Socialization</li> <li>• Social Construct of the self</li> <li>• Primary agents of Socialization</li> <li>• Social Stratification and Inequality</li> </ul> <p>Topics for discussion include: isolation, nature vs. nurture, personality development, birth order, gender, parental characteristics, genetics, and cultural environment.</p> | <p>What are our values?<br/>           What factors influence how we act?<br/>           What are American values?</p> | <ul style="list-style-type: none"> <li>• What are the Primary agents of socialization?</li> <li>• How do we acquire a Self?</li> <li>• What roles do Primary and secondary groups play in the development of the individual?</li> <li>• How does Gender socialization affect our sense of self?</li> <li>• What holds society together?</li> <li>• How does social structure influence our behavior?</li> <li>• How do stereotypes affect social interaction?</li> </ul> |
| Related Misconceptions   |  |  |
| <p><b>Knowledge</b><br/>           Students will know...</p>   | <p><b>Skills</b><br/>           Students will be able to...</p>  |  |

|   |  |
|---|--|
| <p>I. The Importance of Socialization<br/> A. Socialization and Personality<br/> B. Case Studies on Isolated Children</p> <p>II. Socialization and the Self<br/> A. The Functionalist and Conflict perspective on Socialization</p> <p>B. Symbolic Interactionism and Socialization</p> <p>III. Agents of Socialization<br/> A. The Family and Socialization<br/> B. Socialization in Schools<br/> C. Peer Group Socialization<br/> D. The Mass Media and Socialization<br/> B.</p> | <ul style="list-style-type: none"> <li>- Define the term socialization</li> <li>- Discuss the role socialization plays in human development</li> <li>- Explain the key concepts of socialization from the symbolic interactionist perspective</li> <li>- Analyze the role of family, school, peer group, and media in socializing young</li> <li>-Discuss processes for socialization in adulthood</li> <li>- Describe the process of socialization across the life course</li> <li>- Examine the social construction of groups and their impact on the life</li> <li>- Analyze the impact of social class on one’s development and behavior</li> <li>-Identify and describe the common patterns of social inequality</li> </ul> |
|---|--|

**Assessment Evidence (Stage 2)**

**Performance Task Description**

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>Goal</b></li> <li>• <b>Role</b></li> <li>• <b>Audience</b></li> <li>• <b>Situation</b></li> <li>• <b>Product/Performance</b></li> <li>• <b>Standards</b></li> </ul> | <p>-Analysis of self socialization: Students will create a profile (i.e. brochure, blog, Facebook page, diary entry, ...) of themselves that will include the following information: 1. The culture that has been most influential in shaping them. 2. Their primary language of use, secondary (if any). 3. Two-Three critical material elements of their culture. 4. Two-Three critical non-material elements of their culture. 5. Two-Three critical norms they follow. 6. Two-Three critical values they believe in that shapes their thoughts and behaviors. 7. An example of ethnocentrism of theirs. How they see another cultural or subcultural group? 8. Three agents of socialization and a very specific example for each agent as to how that agent has shaped their lives. 9. An evaluation of where they believe they are on Piaget’s and Kohlberg’s stages of development. 10. A prediction of one critical change they believe will take place in their life by the time of their 10 year class reunion.</p> <p>-Research project 2- A picture is worth 1000 words<br/> -Research Project 11- Stand up and Be Counted</p> |
|---|--|

**Other Evidence**

in class discussions

Think pair shares

Turn and talks

Mini debates

In class polls and surveys

Essay exit slip

Mind maps

Chalk talk- this will help the less vocal students in the class still be able to engage in the discussions

### Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
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- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
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1. Role Play activity—what is acceptable dress in our high school? What is not? What explains the difference?

2. Class survey—your families values vs. your own. What are the similarities? What are the differences?

3. Class discussion: how does advertising alter the way we think?

1. Quizzes

2. Essays

3. Tests combining both multiple -choice and writing components

4. Class discussions

-Internet Discussions with students from other countries—How is life different there?

-Have students complete the Family Virtual Exploration Lesson

-Have students identify the following by making a picture collage: Nuclear family - is made up of no more than two generations (parents and children). Extended Family - is made up of large number of people usually three generations or more who live together or by each other - type typical of preindustrial societies. The Reconstituted Family - is formed by adults who have married previously and who bring children from their previous marriage to the new marriage, forming a new family unit. The Household - a household is a group of people who live in the same accommodation. While most families live in households, not all households correspond to a family unit. Have students complete the Activities for Exploring the Family

-Have students complete the Socialization Exercise Choose three celebrity couples and identify what “type” of marriage they have. Choose three couples you know and identify what “stage” of marriage they are in. Have students complete the Star Power Simulation

-Have students complete the Social Change Exercise. Have students research ways groups resist and accommodate change by completing the Environmental Racism Lesson Have students write a narrative on ways groups resist and accommodate change.

-Activity 7- The Book of Rules

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| <b>Title of Unit 1</b> | Deviance and Crime | <b>Grade Level</b> | 11. 12  |
| <b>Curriculum Area</b> | Sociology          | <b>Time Frame</b>  | 4 weeks |
| <b>Developed By</b>    | Rose Ann Berberich |                    |         |
|                        |                    |                    |         |
| <b>Standards</b>       |                    |                    |         |

**Key Ideas and Details:**

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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.

**Craft and Structure:**

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).

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**Integration of Knowledge and Ideas:**

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.

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.

**Range of Reading and Level of Text Complexity:**

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

| Understandings            | Essential Questions |         |
|---------------------------|---------------------|---------|
| Overarching Understanding | Overarching         | Topical |

|   |   |  |
|---|---|--|
| <p>Sociologists look at deviance as being relative- it varies from one culture to another and from group to group. Symbolic interactionists stress, it is not the act, but the reaction to the act, that makes something deviant. All groups develop systems of social control to punish deviants</p> <ul style="list-style-type: none"> <li>● Crime</li> <li>● Deviance</li> <li>● Social Institutions</li> <li>● Symbolic, Functionalist, Conflict Perspective</li> </ul> | <p>What are the nature and the social functions of deviance?<br/>         Why do people break the law?<br/>         What constitutes a crime?<br/>         Who are the criminals and why? How should our criminal justice system work?<br/>         Discussion of the death penalty, the police, and the prison system.</p> | <ul style="list-style-type: none"> <li>● What is Deviance?</li> <li>● How do sociological and individualistic explanations of deviance differ?</li> <li>● Are official statistics on crime reliable?</li> <li>● What is the medicalization of deviance?</li> <li>● What are common reactions to deviance in the U.S.?</li> <li>● Should serial killers receive the death penalty?</li> <li>● How do your social locations influence your opinion on the treatment of deviants?</li> <li>● Should we have a separate classification called hate crime?</li> </ul> |
| <b>Related Misconceptions</b>   |   |  |
| <p>Poverty vs other social classes</p>  |   |  |
| <p><b>Knowledge</b><br/>Students will know...</p>   | <p><b>Skills</b><br/>Students will be able to...</p>  |  |

|  |   |
|--|---|
| <p>I. Deviance and Social Control<br/> A. The Nature of Deviance<br/> B. Social Control</p> <p>II. Functionalism and Deviance<br/> A. Costs and benefits of deviance<br/> B. Strain Theory</p> <p>C. Control theory</p> <p>III. Symbolic Interactionism and Deviance<br/> A. Differential Association theory<br/> B. Labeling Theory</p> <p>IV. Conflict Theory and Deviance<br/> A. Deviance in an Industrial Society<br/> B. Race, Ethnicity and Crime<br/> C. White Collar Crime</p> <p>V. Crime and Punishment<br/> A. Measurement of Crime<br/> B. Juvenile Crime<br/> C. Approaches to</p> | <ul style="list-style-type: none"> <li>- Define what is meant by deviance</li> <li>- Define social control and identify the major types of social control</li> <li>- Discuss the positive and negative consequences of deviance</li> <li>- Differentiate the major functional theories of deviance</li> <li>- Discuss the conflict theory view of deviance</li> <li>- Describe four approaches to crime control</li> <li>- Evaluate how social control and conflict impact society</li> <li>- Understand the difference between crime and deviance</li> <li>- Analyze the theories of deviance and apply these theories to current social issues</li> </ul> |
|--|---|

**Assessment Evidence (Stage 2)**

**Performance Task Description**

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Goal</li> <li>• Role</li> <li>• Audience</li> <li>• Situation</li> <li>• Product/Performance</li> <li>• Standards</li> </ul> | <p>Research project 6- Making Sense of Juvenile Crime Statistics<br/> Research Project 7- Is welfare reform working?</p> |
|---|--|

**Other Evidence**

in class discussions

Think pair shares

Turn and talks

Mini debates

In class polls and surveys

Essay exit slip

Mind maps

Chalk talk- this will help the less vocal students in the class still be able to engage in the discussions

### Learning Plan (Stage 3)

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>Where</b> are your students headed? Where have they been? How will you make sure the students know where they are going?</li> <li>• How will you <b>hook</b> students at the beginning of the unit?</li> <li>• What events will help students <b>experience and explore</b> the big idea and questions in the unit? How will you equip them with needed skills and knowledge?</li> <li>• How will you cause students to <b>reflect and rethink</b>? How will you guide them in rehearsing, revising, and refining their work?</li> <li>• How will you help students to <b>exhibit and self-evaluate</b> their growing skills, knowledge, and understanding throughout the unit?</li> <li>• How will you <b>tailor</b> and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?</li> <li>• How will you <b>organize</b> and sequence the learning activities to optimize the engagement and achievement of ALL students?</li> </ul> | <ul style="list-style-type: none"> <li>- Class reading—what constitutes deviance?</li> <li>- Class discussion: do view of deviance change over time?</li> <li>-Have students complete Trends in Violent Crimes Lesson Have students use a graphic organizer to compare criminal behavior and the reaction of society to the behavior. -----Have students research the different types of criminal behavior by completing A Comparative Look at the Death Penalty exercise</li> <li>-Activity 11- Bureaucracies I have known</li> <li>-Activity 12- punishment or Rehabilitation</li> <li>-Activity 14- How far will the federal poverty line stretch</li> <li>- Students will choose two of the historical societies that have existed and the potential next type of society (i.e. Biotech) and provide a description of the two societies (e.g. its characteristics, etc.). Secondly, the student will provide an analysis of how a human would be shaped by living in that particular society (e.g. what kind of work available, clothes, social locations possible, technology, etc.). Lastly, the student will make a couple of comparisons between the lives of the people living in the two different societies. The focus must be on significant differences and/or similarities.</li> <li>- Students will watch selected segments of the Frontline documentary (teacher can select the appropriate critical scenes for their lesson/class) and answer the following questions: <ul style="list-style-type: none"> <li>• What specific deviant behaviors are portrayed in the documentary?</li> <li>• Are the behaviors and characters portrayed sympathetically or unsympathetically? How and why?</li> <li>• What ultimately happens to the character(s)?</li> <li>• How representative or not is this particular documentary piece of the way US society views deviance?</li> </ul> </li> </ul> <p>Students will create small groups (3-4 students per) and discuss their responses and then discuss how our United States society should address, if at all, these deviant behaviors and make at least one suggestion as to how such behaviors should be addressed. Each member records the group’s responses as part of their own response paper. *** Teacher may choose a film that portrays deviance and deviant characters as they see as appropriate instead of New Asylums</p> |
|---|--|

**Understanding By Design Unit Template**

|                 |                    |             |         |
|-----------------|--------------------|-------------|---------|
| Title of Unit 1 | Social Structure   | Grade Level | 11. 12  |
| Curriculum Area | Sociology          | Time Frame  | 4 weeks |
| Developed By    | Rose Ann Berberich |             |         |
| Standards       |                    |             |         |

**Key Ideas and Details:**

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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.

**Craft and Structure:**

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).

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**Integration of Knowledge and Ideas:**

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.

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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.

**Range of Reading and Level of Text Complexity:**

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

| Understandings            | Essential Questions |         |
|---------------------------|---------------------|---------|
| Overarching Understanding | Overarching         | Topical |

|   |  |  |
|---|--|--|
| <p>Students will explore the impacts of social groups on individual and group behavior. They will understand that social groups are comprised of people who share some common characteristics, such as common interests, beliefs, behavior, feelings, thoughts and contact with each other.</p> <p>The two major levels of analysis that sociologists use are the macrosociological perspective and the microsociological perspective. Under macrosociological perspective we take a look at social structure or the social envelope that surrounds us and establishes limits on our behavior. Social institutions are created by a society to meet its basic needs. Under microsociological perspective we take a look at social interaction in everyday life.</p> | <p>What is a social class? What is occupational prestige? What is class consciousness? How is income inequality affecting the American social structure? What groups have been affected by poverty and what has been done to lessen the effects of poverty? How do gender and ethnicity affect social status?</p>  | <p>How does society discourage a person's deviant behavior, using social norms? How do we know what is right and what is wrong? How do organizations control the behaviors of its members?</p> |
| <b>Related Misconceptions</b>   |  |  |
|   |  |  |
| <p><b>Knowledge</b><br/>Students will know...</p>   | <p><b>Skills</b><br/>Students will be able to...</p>   |  |
|   | <ul style="list-style-type: none"> <li>-Students will be able to demonstrate how peer groups affect the behavior of individuals within a group.</li> <li>-Students will classify social groups in today's society using major social trends for each group.</li> <li>-Students will identify common group functions within their families, friends, and government.</li> <li>-Students will dramatize various groups and their behaviors.</li> </ul> |  |
| <b>Assessment Evidence (Stage 2)</b>  |  |  |
| <b>Performance Task Description</b>   |  |  |

- Goal
- Role
- Audience
- Situation
- Product/Performance
- Standards

-Research Project 4- Strange Expectations

### Other Evidence

in class discussions  
Think pair shares  
Turn and talks  
Mini debates  
In class polls and surveys  
Essay exit slip  
Mind maps  
Chalk talk- this will help the less vocal students in the class still be able to engage in the discussions

### Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink?** How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

-Have students use a graphic organizer to compare the roles and role expectations which can lead to role conflict. Have students complete the Role Expectation Lesson ----Have students complete the Status and Role Lesson Have students complete the Network Exercise

-Have students use a graphic organizer to compare students as members of formal groups and informal groups. Have students find an article that expresses a statistic about a group. What is it about Who are the individuals in the group What groups are not included \ Think of 2 reasons not mentioned in the article for the possible reasons for this statistic

-Activity 9- Presenting the Sociology Class Players in.....

-Activity 10- The Cliques

-All students will take the stratification quiz from A Framework for Understanding Poverty. The student will then look at which social class they most closely identify with based on the quiz. Discussion following quiz in which the students will need to analyze whether there are choices that you make as a teenager that could change where you fit in the spectrum.

-Students will watch documentary "Born Rich" and fill out the accompanying worksheet. Students will then break into small groups to discuss the final questions.

-Students will engage in the Life Happens simulation game. • Preparation: o Have class members count off from 1-7. After counting off, class members should then divide into seven groups according to their respective numbers. o Each group is then given a Family Profile that indicates the make-up of the family (e.g., how many adults, children, etc.), the household income, the amount of assets, as well as any special circumstances. • During the Exercise: o Each family must meet the needs of each member and develop and maintain the budget of the household. Families should calculate a monthly budget. o The instructor periodically distributes Life Happens cards that indicate an event or circumstance that will impact the family. Members of that particular family will have to make attempts to accommodate the events and circumstances of these cards. o The instructor acts as the government/state/and any other institution that has the responsibility of insuring the welfare and safety of children. Due to the lack of response or the irresponsibility of particular families, it may be necessary to take children into protective custody. • Ending the Exercise: o The game ends after each family has had adequate time to manage their budgets, deal with their particular life circumstances (as determined by their profile and Life Happens cards), etc. o Each family should give an oral report describing their family (how many members, what kind of housing they live in, what their jobs are, etc.) and what an average week day and an average weekend looks like.

-Hand out the SPENT game sheets and have students log into the game for a quick demonstration. They will work thru the game 2 times recording their choices and challenges.

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From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development  
ISBN # 0-87120-313-8 (ppk)

### Understanding By Design Unit Template

|                        |                                 |                    |         |
|------------------------|---------------------------------|--------------------|---------|
| <b>Title of Unit 1</b> | Inequalities and Discrimination | <b>Grade Level</b> | 11. 12  |
| <b>Curriculum Area</b> | Sociology                       | <b>Time Frame</b>  | 4 weeks |
| <b>Developed By</b>    | Rose Ann Berberich              |                    |         |
|                        |                                 |                    |         |
| <b>Standards</b>       |                                 |                    |         |

**Key Ideas and Details:**

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

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Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**Craft and Structure:**

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).

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Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Range of Reading and Level of Text Complexity:**

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

| Understandings            | Essential Questions |         |
|---------------------------|---------------------|---------|
| Overarching Understanding | Overarching         | Topical |

|  |   |  |
|--|---|--|
| <p>Students will identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.</p> | <p>How do racism, heterosexism, classism, ageism, ableism, and sexism manifest itself in this society? What constitutes a hate crime?</p>   | <p>Why does social inequality exist?<br/>How might status affect social order?<br/>How can gender roles cause conflict?<br/>In what way is social stratification related to poverty?<br/>Explain how status affects points of view, especially with historical and current events.</p> |
| <b>Related Misconceptions</b>  |   |  |
| <p><b>Knowledge</b><br/>Students will know...</p>  | <p><b>Skills</b><br/>Students will be able to...</p>  |  |
|  | <p>-Students will be able to demonstrate how roles and the expectations of those roles have shaped society as it is today.<br/>-Students will research case studies and be able to distinguish fact from opinion in order to debate one side of a social issue.<br/>-Students will be able to analyze and make value judgments as they relate to both historical and current events.</p>  |  |
| <b>Assessment Evidence (Stage 2)</b>   |   |  |
| <b>Performance Task Description</b>  |   |  |
| <ul style="list-style-type: none"> <li>• Goal</li> <li>• Role</li> <li>• Audience</li> <li>• Situation</li> <li>• Product/Performance</li> <li>• Standards</li> </ul>          | <p>-Students will research a historical event where the social role was challenged and argue whether that challenge affected society positively or negatively.<br/>-Students will debate the effectiveness of social changes within their own environment.</p> <p>-Research Project 5- le'go my Lego!<br/>-Research project9- Check It Out</p> <p>-Interview of someone who is of different gender, an adult of a different race/ethnicity, someone outside of your class set, and someone who is elderly. Following the interviews, place the answers into a continuum based on the three sociological theories.</p> |  |
| <b>Other Evidence</b>  |   |  |

in class discussions

Think pair shares

Turn and talks

Mini debates

In class polls and surveys

Essay exit slip

Mind maps

Chalk talk- this will help the less vocal students in the class still be able to engage in the discussions

### Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
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- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

-Have students complete the Income Inequality Exercise Have students complete the Social Dilemma Exercise Have students complete the Examining Poverty Lesson

-Have students use a graphic organizer to compare the crime statistics in your neighborhood, city, county and state. Create graphs/charts to display your findings. -----Have students write a narrative on the causes and effects of social problems

-Have students examine social institutions: by using a graphic organizer to describe how location affects. \* economic \* educational \* family \* political \* religious Have students complete the Social Interaction Exercise Have students complete the . Draw a Map Exercise Have students complete the Urbanization and Segregation Exercise

-Activity 15- 21<sup>st</sup> Century American Tribes  
 -Activity 16- Analysis of the War  
 -Activity 17- Gender Roles in the 21<sup>st</sup> century  
 -Activity 18- Gender Differentiation at the mall  
 -Activity 19- What is your gender scale rating  
 -Activity 20- Gender Socialization of Leaders

-Have students brainstorm about things that bother them about the opposite gender. Share out. Ask the question, "Do you feel that you fit the characteristics of your own gender that have been placed upon you?" Take the quiz and discuss the outcome and see if they fit into the normative level of what is male/female

-Students will bring in their favorite toy from their youth. As each student tells about their toy ask if it is a gender neutral or gender normed toy. Break the class up into groups of 2. Assign half the groups boy toys and half girl toys. Have them go to Amazon.com and cut & paste toy description to create a Wordle.

-Students will read the following articles: "Black Rage" by Lauren Hill, "High School Girl Taunted, Beaten At Bus Stop For Acting 'Too Much Like A White Person'" from the Daily Caller and "When Whites Get a Free Pass" by Ian Ayers. They will then prepare a seminar prep worksheet for discussion. They will prepare questions for the seminar to keep it moving smoothly. In class the students will be broken into two groups - 1 will talk 1 will record. Depending on the number of students you may choose to utilize the tag in and out option so that those on the outside circle.

-Divide the class into 4 or 8 groups (depending on class size). Each group needs to watch one of the following videos from NBR (CNBC) about Aging in America: "The Golden Years", "The Companies that Benefit", "Impact on Healthcare", "The Economy". Each group will watch their assigned video and then do additional research on their topic. Create a creative digital way of presenting your topic to the rest of the class (i.e. PowToons, filmmaker, etc.). Suggestion: Add questions on this topic to the culmination project interview questions and add responses to video or whatever you produce.

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development  
ISBN # 0-87120-313-8 (ppk)

### Understanding By Design Unit Template

|                        |                    |                    |         |
|------------------------|--------------------|--------------------|---------|
| <b>Title of Unit 1</b> | Institutions       | <b>Grade Level</b> | 11. 12  |
| <b>Curriculum Area</b> | Sociology          | <b>Time Frame</b>  | 4 weeks |
| <b>Developed By</b>    | Rose Ann Berberich |                    |         |
|                        |                    |                    |         |
| <b>Standards</b>       |                    |                    |         |

**Key Ideas and Details:**

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

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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.

**Range of Reading and Level of Text Complexity:**

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

| Understandings            | Essential Questions |         |
|---------------------------|---------------------|---------|
| Overarching Understanding | Overarching         | Topical |

|   |   |  |
|---|---|--|
| <p>Students will identify the effects of social institutions on individual and group behavior. They will understand that social institutions are the social groups in which an individual participates, and that these institutions influence the development of the individual through the socialization process.</p> <p>Groups consist of people who interact with one another and think of themselves as belonging together. Societies are the largest and most complex of all groups. Technology has been strongly linked to how societies have transformed over time. Social inequality has increased over time. Within society there are many types of groups with many different functions. Social networks are the social ties that link these groups and people together. Factors that are either essential to group behavior or are strongly influenced by it are group dynamics, leadership, and conformity.</p> | <p>What purpose do they serve in a society?<br/>         What are the characteristics of the capitalist and the socialist economic systems?<br/>         What developments have transformed the American economic system?<br/>         How does the exercise of power vary by type of government? How do the views of functionalist, conflict, and interactionist sociologists differ concerning education?<br/>         What are some of the current issues in American education?<br/>         What basic societal needs does religion serve?<br/>         What are the distinctive features of religion in American society?</p> | <p>How do formal organizations influence the behavior of group members?<br/>         How do preindustrial and industrial societies create authority?<br/>         How are families in the United States changing?<br/>         How does religion affect social behavior?</p> |
| <p><b>Related Misconceptions</b></p>  |   |  |
| <p><b>Knowledge</b><br/>         Students will know...</p>  | <p><b>Skills</b><br/>         Students will be able to...</p>   |  |

|  |   |
|--|---|
| <p>I. Family and Marriage Across Cultures</p> <ul style="list-style-type: none"> <li>A. Defining the Family</li> <li>B. Patterns of Family Structure</li> <li>C. Marriage and choosing a mate</li> </ul> <p>II. Theoretical Perspectives and the Family</p> <ul style="list-style-type: none"> <li>A. Functionalism</li> <li>B. Conflict Theory</li> <li>C. Symbolic Interactionism</li> </ul> <p>III. Family and Marriage in the United States</p> <ul style="list-style-type: none"> <li>A. Divorce</li> <li>B. Violence</li> </ul> <p>IV. Changes in Marriage and Family</p> <ul style="list-style-type: none"> <li>A. Blended</li> <li>B. Single-Parent</li> <li>C. Same-Sex Families</li> </ul> | <ol style="list-style-type: none"> <li>1. Describe types of family structure and norms for marriage arrangement.</li> <li>2. Compare and contrast views of the family proposed by three major perspectives.</li> <li>3. Outline the extent and cause of divorce in America.</li> <li>4. Give an overview of family violence in the United States</li> <li>5. Discuss the future of the family in the United States</li> <li>6. Students will be able to draw correlations between current political events in the world and social media.</li> <li>7. Students will be able to evaluate the factors that influence change in social norms over time.</li> <li>8. Students will be able to demonstrate democratic approaches to managing disagreements and solving conflicts. (Government) <b>Example:</b> Persuasion, compromise, debate and negotiation</li> </ol> |
| <b>Assessment Evidence (Stage 2)</b>   |   |
| <b>Performance Task Description</b>  |   |

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| <ul style="list-style-type: none"> <li>• <b>Goal</b></li> <li>• <b>Role</b></li> <li>• <b>Audience</b></li> <li>• <b>Situation</b></li> <li>• <b>Product/Performance</b></li> <li>• <b>Standards</b></li> </ul> | <p>-Students will demonstrate their understanding of how they can influence social and/or political change using social media. They will choose one social or political issue they wish to change and demonstrate through the use of social media how they would effect that change.</p> <p>-Students will participate in a simulation where they will take on the role of congress. They must meet the needs of their constituents so they will have to determine on what issues they will compromise on and what issues they will stand firm. The issues they face will naturally conflict with the needs of their</p> <p>-Research Project 8- Walking the Walk- Signs of Inclusiveness in our school</p> <p>-Research Project 12- The First Church of Cyberspace</p> <p>-Research Project 13- Got Game?</p> <p>-Students will interview adults and peers from outside the PHSD about perceptions/stereotypes of what the school district demographic looks like. Students will then take the PHSD demographic report to affirm or debunk those perceptions. They will then draw conclusions about PHSD based upon the report and make predictions about the demographics of PHSD ten (10) years from present date.</p> <p>Final Culminating Projects-</p> <p>-Activity 28- Welcome to...</p> <p>-Activity 28- I can make a difference</p> |
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**Other Evidence**

in class discussions  
 Think pair shares  
 Turn and talks  
 Mini debates  
 In class polls and surveys  
 Essay            exit slip  
 Mind maps  
 Chalk talk- this will help the less vocal students in the class still be able to engage in the discussions

**Learning Plan (Stage 3)**

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Students will compare present and past definitions of marriage using the sociological perspective.
- Construct visual representations of the three major sociological perspectives, ie: Venn Diagrams; comparison charts
- Compare present and past reasons people provide for getting divorced in America
- Relate current trends in domestic violence to the characteristics of places and regions using global and domestic maps
- Defend an oral position on the current debate over the marriage versus civil union debate regarding same-sex marriage.
- Have students use a graphic organizer to compare the role of socialization agents in human development: \* family \* school \* peer groups \* mass media Have students complete the Social Institution Lesson
- Have students use a graphic organizer to compare social status on social order: \* upper class \* middle class \* lower class \* professional \* nonprofessional \* unemployed Have students complete the Social Inequality Simulation Have students complete the Race and Ethnicity Exercise
- Activity 21- I've got a problem.
- Activity 22- School Satisfaction Survey
- Activity 230 The Perfect School
- Activity 24- Illustrated Social issues , political cartoons
- Activity 25- Exploring Religions
- Activity 27- American Sport- The Interview
- Divide class into 3 groups: one with all males, one with all females and one with both males and females. Ask each group to draft a list of ten characteristics (from most important to least important) that describes the ideal marital partner. Afterwards, have each group present its list to the class and then have the class discuss the following points: Which groups had the easiest time agreeing on the components of their list? Which group had the hardest time? Which similarities and differences can you identify in the characteristics and the rankings from group to group? Finally, which social factors and/or socializing influences might most account for these similarities and differences?
- Read "How your siblings make you who you are" by Jeffrey Kluger. As we read, we will stop periodically to discuss the social factors that indicate just how much our siblings play a role in our lives and socialization.
- Students will do basic research on the type of technology utilized in the American classroom (and the Park Hill classroom). We will then discuss the merits of these types of technology. The students will then go home and ask 3 adults about the technology skills that are necessary for their type of job. At the beginning of class we will read "Steve Jobs was a Low-Tech Parent" and "A Silicon Valley School That Doesn't Compute". The last half of class will be Socratic style discussion on the importance of technology in the classroom in the 21st Century.
- Students will view the movie "Stand and Deliver". Following discussion about hidden

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development  
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