



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Sociology

Prepared by:
Nancy Stewart

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Director of Curriculum, Instruction, & Assessment:

June Chang

*Approved by the Midland Park Board of Education on
October 7, 2014*

Sociology Semester Course

Course Description:

Students will study the characteristics of human beings and their relationships in an attempt to better understand human behavior in today's society. Using a scientific and sociological approach, the teacher will make clear that the study of human relationships is affected by the environment in which they develop. A cross section of sociological theories will be presented in which students will understand the role of adolescence and how to achieve self acceptance. Students will evaluate this information and form their own opinions as to the validity of the research in terms of their own life experiences. In addition to a solid academic background, students will also be provided with the opportunity for personal growth. Through a variety of structured personal growth exercises, assignments, and discussions, students will develop a better knowledge, insight, and acceptance of themselves.

Suggested Course Sequence:

Unit I: *Social Structure and Culture*—2 ½ weeks

Unit II: *Individual in Society*—5 weeks

Unit III: *Social Inequality*—6 weeks

Unit IV: *Social Institutions*—4 ½ weeks

Unit V: *The Changing Social World*—2 weeks

Unit Overview

Content Area: Sociology

Unit Title: Unit I: Social Structure and Culture

Targeted Grade Level: 10-12

Unit Summary:

This unit looks at 6 areas of sociological studies: Sociological Perspectives, Culture, Socialization, Social Structure and Interaction, Societies to Social Network and Bureaucracy and Formal Organization. Students begin with a look at sociological perspectives; examining unfamiliar and familiar worlds. In addition, key sociologists with their theories based in the sciences will be explored. Students will also understand the “social sciences” and how they address the social world; sociology seeks to explain the actions of why something happens and applies theories to address and predict human behavior. Unit 1 continues with a look at culture consisting of language, beliefs, values, norms and material objects that are inherit within society. The study of culture is subdivided into material culture and nonmaterial culture and how they affect the social world. Finally students look at ethnocentrism, cultural relativism, and culture shock. The study of Sociology also examines the socialization of human behavior: nature vs. nurture. This study looks at several key sociologists who debate the issues of reasoning skills, morality, personality, and a sense of self. Socialization concepts are also important to study basic social norms: genders, region, class and how people learn behaviors. Finally, a look at “total institutions” is examined and how these institutions re-socialize the individual to reenter society. Social Structures and Interaction components include culture, social class, social status, roles, groups, and social institutions (family, religion, law, politics, economics, education, science, medicine, the military and mass media) and how these components underlie a person’s perceptions, attitudes and behaviors. Social networks, bureaucracy and formal organizations end this unit. Students study the cause and effects of social groups and their importance in society and why organization is the key “to get its job done.” With the development of formal organizations secondary groups emerge to achieve specific objectives.

21st century themes: Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, Teamwork and Leadership, Cross-Cultural Understanding and Interpersonal Communication, and Ethics

Learning Targets

Standards: National Curriculum Standards for Social Studies.

CPI#	Cumulative Progress Indicator (CPI)
NCSS #1: Culture	Culture: human beings create, learn, share and adapt to culture. Cultures are dynamic and change over time. Through experience, observation and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.
NCSS #2: Time, Continuity, and Change	Time, continuity and change allow students to study the past to understand the human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place. An ability to read, reconstruct and interpret the past allows us to connect the present with past perspectives.
NCSS#3: People, Places and Environment	People, places and the environment enable the student to understand the relationship between human populations and the physical world. Students develop an understanding of spatial perspective, and examine changes in the relationship between peoples, places, and the environment.
NCSS# 4: Individual	Individual development and identity allows students to learn that personal identity is shaped by an individual’s culture, by groups, institutional influences, and by lived experiences shared with people

Development and Identity	inside and outside the individual’s own culture throughout their development. Students examine questions related to identity and development and allow them to describe factors important to the development of personal identity including family, peers, schools and communities.
NCSS #5: Individuals, Groups and Institutions	Institutions are the formal and informal political, economic and social organizations that help us carry out, organize, and manage our daily affairs. Students learn how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. Students will also identify those institutions that they encounter.
NCSS # 6: Power, Authority, and Governance	Power, authority and governance have students explore the development of civic competence which requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority and governance. It also requires knowledge of the evolving functions of these structures in contemporary US society, as well as in other parts of the world. Students also study the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society allows learners to become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.
NCSS #9: Global Connections	Global connections have intensified and accelerated the changes faced at the local, national, and international levels. Students analyze the costs and benefits of increased global connections, and evaluations of the tensions between national interests and global priorities, contribute to the development of possible solutions to persistent and emerging global issues.
NCSS #10: Civil Ideals and Practices	An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is sociology, and how does having a sociological imagination help us to understand society and us? • How do values, norms, and symbols reflect the culture of a society? • How do the major components of the social structure affect society and human interaction? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Sociology allows people to shift perception and build upon society • Culture is the basis of a nation’s value system • Social structures provides society with a relatively stable framework that promotes continuity
--	--

<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • Comprehend what is meant by the broader social contexts that underlie human behavior, and how and why sociologists study these broader social contexts • Comprehend the sociological perspective: what it is, what it offers, and why C. Wright Mills referred to it as the “intersection of biography (the individual) and history (the social factors that influence the individual).” • Comprehend science as an application (the systematic methods used to obtain knowledge) and product (the knowledge and/or information that are obtained by those methods). • Identify, understand and make distinctions between the natural sciences and the social sciences • Analyze the different sociological contributions of sociologists: Comte, Spencer, Marx, Durkheim, Weber • Evaluate how <i>Verstehen</i> (Weber) and “social facts” (Durkheim) can combine the two approaches when conducting social research • Identify the three major theoretical perspectives in sociology: symbolic interactionism, functional analysis, and conflict theory • Define culture, discuss its effects, and differentiate between material and nonmaterial culture • Comprehend culture shock • Analyze “ethnocentrism” and “cultural relativism” with definition, examples, and pro/con of each • Analyze the social significance of values, norms sanctions, folkway, mores, and taboos • Evaluate the concepts of “nature” (heredity) and “nurture (social environment) • Analyze how social contact and interaction is essential for healthy human development by studying feral, isolated and institutionalized children • Comprehend gender socialization and how the family, media, and other agents of socialization teach children to act

- masculine or feminine based on their sex
- Analyze how “gender messages” in the family and mass media contribute to social inequality between men and women
- Comprehend the major agents of socialization in American society and how they influence people’s attitudes and behaviors
- Analyze social structure by defining, giving major components and how it guides people’s behaviors
- Compare the social institutions common to industrial and postindustrial societies by looking at basic features
- Comprehend five types of societies that have developed through history: understand how they evolved, forms of social division, social labor and social inequality
- Comprehend four technological innovations most responsible for the social transformations of society
- Analyze the views of Marx and Weber on rationalization of society
- Analyze the views of Marx and Weber perception of alienation in society

Evidence of Learning

Summative Assessment: tests, essays, charts, Q and A, case studies, cultural reflections

Equipment Needed: Computers, proxima

Teacher Resources: Text *Sociology: A Down-to-Earth Approach*, *Sociology: The Study of Human Relationships*, power points, primary sources including excerpts from sociologists, text material, library, web sites pertinent to subject

Formative Assessments

- Power points
- Posters
- Subject projects
- Timelines
- Journals/diaries/letter writing
- PBLs

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Sociological Perspectives: Social Sciences	1 day
2	Prominent Sociologists	1 day
3	Key Sociological Theories	1 day
4	Culture	2 days
5	Socialization: Nature v. Nurture	1 day
6	Socialization: theories, key elements	4 days
7	Social Structures	1-2 days
8	Societies to Social Network	1 day
9	Bureaucracy and Formal Organizations	1 day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.pearsonschool.com

Unit Overview

Content Area: Sociology

Unit Title: Unit II: Individual in Society

Targeted Grade Level: 10-12

Unit Summary:

This unit looks at four sociological studies: Deviance, Social Class, Adolescence and the Elderly. Sociologically, deviance refers to any violation of rules and norms; thus is relative. The functionalist theory contends that deviance contributes to the social order by clarifying moral boundaries, promoting social unity and initiating social change. Conflict theorist looks at the law and criminal justice system and how power plays a central role in defining and punishing deviance. Regarding Social Class, students explore the fact that sociologists have no clear-cut definition of social class. Wealth and income are not synonymous, and are unequally distributed within society. Social class also affects and/or influences people’s health, family life, education, religion, and politics; however class is fluid and offers opportunities and social mobility both vertically and horizontally along the social class ladder. Three basic types of social mobility are discussed: intergeneration, structural, and exchange. Students will then study the concept of the adolescence in our society. Themes include dating, drug use, and suicide. Finally students study the elderly and how this increasing age group is affecting society. Students look at the draining of resources, the stereotypes and labels experienced by aging in addition to the functionalist and conflict perspectives on this topic.

21st century themes: Critical Thinking and Problem Solving, Creativity and Innovation, Teamwork and Leadership, Cross-Cultural Understanding and Interpersonal Communication, Accountability, and Ethics

Learning Targets

Standards: National Curriculum Standards for Social Studies.

CPI#	Cumulative Progress Indicator (CPI)
NCSS#3: People, Places and Environ- ment	People, places and the environment enable the student to understand the relationship between human populations and the physical world. Students develop an understanding of spatial perspective, and examine changes in the relationship between peoples, places, and the environment.
NCSS# 4: Individual Develop- ment and Identity	Individual development and identity allows students to learn that personal identity is shaped by an individual’s culture, by groups, institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout their development. Students examine questions related to identity and development and allow them to describe factors important to the development of personal identity including family, peers, schools and communities.

Unit Essential Questions:

- What social functions lead to deviant behavior?
- How does social class affect one’s daily life?
- What affect does the aging population have on society?
- How did adolescence emerge out of industrialization?
As society matures, what problems emerge that affects the adolescent?

Unit Enduring Understandings

- Deviance is part of every civilized society
- Social class is not dependent on wealth
- Different societies place different values on age

Unit Learning Targets

Students will...

- Comprehend “deviance”, and understand why deviance is relative from a sociological perspectives
- Differentiate between biological, psychological, and sociological explanations of why people violate norms
- Analyze the role power plays in defining and punishing deviance while discussion, for the conflict perspective, how the criminal justice system legitimates and perpetuates social inequality
- Comprehend social class, describe its various components, and discuss the debate between different theorists over those components
- Analyze the models of social class proposed by Karl Marx, Max Weber, Erik Wright, and the theories proposed by Dennis Gilbert and Joseph Kahl
- Analyze the consequences of social class on physical health, mental health, family life, education, religion, politics, and crime
- Comprehend the characteristics of adolescence
- Analyze problems of adolescence
- Comprehend the “social construction of aging” and how it affects the way societies define and treat elderly members
- Analyze the regional, gender, racial, and ethnic dimensions of aging in the United States
- Evaluate the history of and current controversies surrounding Social Security

Evidence of Learning

Summative Assessment: tests, essays, charts, Q and A, case studies, cultural reflections

Equipment Needed: Computers, proxima

Teacher Resources: Text *Sociology: A Down-to-Earth Approach*, *Sociology: The Study of Human Relationships*, power points, primary sources including excerpts from sociologists, text material, library, web sites pertinent to subject

Formative Assessments

- Power points
- Posters
- Subject projects
- Journals/diaries/letter writing
- PBLs

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Deviance	8 days
2	Social Class	3 days
3	Adolescence	12 days
4	The Elderly	3 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview

Content Area: Sociology

Unit Title: Unit III: Social Inequality

Targeted Grade Level: 10-12

Unit Summary:

This unit looks at four sociological studies: Global Stratification, Sex and Gender, Race and Ethnicity and Medicine and Health. Social stratification is the division of large numbers of people into layers according to their relative power, property and prestige. This concept applies to nations and to people within the nation, society or other group. Sociologists vary in theory regarding how stratification affects all of one's life chances, from access to material possession and position in society to life expectancy; this will be the emphasis of study. Next is the study of sex and gender: gender stratification refers to males' and females' unequal access to power, prestige and property based on their sex. Gender is significant because it is a master status that cuts across all aspects of social life. Students will study the debate biology vs. culture; which is responsible for gender inequity and the rise of feminism. Race and ethnicity studies the biological characteristics that distinguish one group from another and the cultural characteristics which also distinguish one group from another. Concepts of prejudice, discrimination, and attitude are studied to understand negative treatment and practices embedded in social institutions. Sociological theories look at social environment, and six global patterns between dominant and minority groups. The last study in this unit is medicine and health. Students study the applied fields of sociology and the social institutions on how they apply to medicine. Again, the comparison of functionalist theory will be compared to the conflict theorists regarding the issue of health care and how the system is soaring in costs and access.

21st century themes: Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, Teamwork and Leadership, Cross-Cultural Understanding and Interpersonal Communication, Communication and Media Fluency, Accountability, and Ethics

Learning Targets

Standards: National Curriculum Standards for Social Studies.

CPI#	Cumulative Progress Indicator (CPI)
NCSS #1: Culture	Culture: human beings create, learn, share and adapt to culture. Cultures are dynamic and change over time. Through experience, observation and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.
NCSS#3: People, Places and Environ- ment	People, places and the environment enable the student to understand the relationship between human populations and the physical world. Students develop an understanding of spatial perspective, and examine changes in the relationship between peoples, places, and the environment.
NCSS# 4: Individual Develop- ment and Identity	Individual development and identity allows students to learn that personal identity is shaped by an individual's culture, by groups, institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout their development. Students examine questions related to identity and development and allow them to describe factors important to the development of personal identity including family, peers, schools and communities.

Unit Essential Questions:

- What theories are associated with social stratification?
- Why does the social structure lead to inequality based on gender?
- What is the impact on the healthcare system as the population ages?

Unit Enduring Understandings:

- Social Stratification leads to inequality of social rewards and resources
- Gender traits are socially created and vary from culture to culture
- Society has a responsibility to provide healthcare to its

- Does the healthcare system need to be reformed?

citizens

Unit Learning Targets

Students will...

- Comprehend social stratification and explain why it is sociologically significant
- Comprehend ideology and understand how elite classes use it to maintain social stratification
- Analyze the major characteristics associated with the Most Industrialized Nations, Industrialized Nations, and Least Industrialized Nations
- Evaluate the major theories pertaining to the origins of and maintenance of global stratification
- Comprehend gender stratification and distinguish between sex and gender
- Comprehend feminism
- Analyzed gender relations in the workplace, including the pay gap, the glass ceiling, the glass escalator, the “mommy track”, and sexual harassment
- Analyze gender inequality in education, the workplace, and politics in the United States
- Evaluate how and why violence against women continues to be a significant social problem in the United States
- Comprehend the difference between race and ethnicity and the concept of what it means to be a member of an ethnic group
- Differentiate between prejudice and discrimination
- Analyze the psychological and sociological theories of prejudice, as well as how they are similar and different
- Analyze the experiences of white Europeans, Latinos, African Americans, Asian Americans, and Native Americans in the United States
- Comprehend the role of sociology in studying medicine and health
- Analyze the changes in health patterns in the United States over the past one hundred years and the consequences of Those changes
- Comprehend the social inequalities in the American health care system
- Analyze the pros and cons of national health insurance and rationing medical care

Evidence of Learning

Summative Assessment: tests, essays, charts, Q and A, case studies, cultural reflections

Equipment Needed: Computers, proxima

Teacher Resources: Text *Sociology: A Down-to-Earth Approach*, *Sociology: The Study of Human Relationships*, power points, primary sources including excerpts from sociologists, text material, library, web sites pertinent to subject

Formative Assessments

- Power points
- Posters
- Subject projects
- Timelines
- Journals/diaries/letter writing
- PBLs

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Global Stratification	3 week PBL
2	Sex and Gender	6 days
3	Race and Ethnicity	3-6 days
4	Medicine and Health	3 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview

Content Area: Sociology

Unit Title: Unit IV: Social Institutions

Targeted Grade Level: 10-12

Unit Summary:

This unit looks at five sociological studies: the Economy, Politics, Marriage and Family, Education and Religion. As societies become more complex, so do the economic systems and its effects on social inequality. Students will look at the two main economic systems and the functionalist view of how capitalism binds groups together compared to the conflict view that capitalism focuses on power and exploitation. In politics, sociology looks at the concepts of macro politics and its exercise of power over a large group with micro politics and its impact on daily life. In addition, students learn that society needs a system of leadership and power and there are numerous types of governmental power. The functionalist vs. conflict theories are examined regarding the distribution of power in American politics. The chapter on Marriage and the Family look at the global differences on established norms on marriage. Once again, the functionalist and conflict theories will be explored on the family and the inequalities within the family structure. This chapter looks at elements of the family life cycle, variations in family life, the decline of the traditional family, and the trends since the 1960s, including divorce. Education is a formal agent of socialization teaching knowledge, values and skills. Formal education reflects a nation’s culture and economy and functionalists believe this is essential while conflict theorists believe education keeps the elite to maintain dominance. Finally, the unit ends with religion as a unified system of beliefs and practices. Sociologists examine the relationship between society and religion and how religion affects people’s lives. Once again, sociologists disagree on the importance of religion: functionalists believe it meets basic human needs by providing answers to hardship; conflict theorist study how religion reflects and reinforces social inequalities. In this chapter the concept of symbolic interactions look at the meanings of religious experiences especially symbols. Sociologists have identified four types of religious groups: cults, sects, churches and ecclesiae. In addition, membership in religions varies by region, social class, age, race and ethnicity. Finally, how the concept of secularization replaces spiritual interests.

21st century themes: Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, Teamwork and Leadership, Cross-Cultural Understanding and Interpersonal Communication, Communication and Media Fluency, and Ethics

Learning Targets

Standards: National Curriculum Standards for Social Studies.

CPI#	Cumulative Progress Indicator (CPI)
NCSS #2: Time, Continuity, and Change	Time, continuity and change allow students to study the past to understand the human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place. An ability to read, reconstruct and interpret the past allows us to connect the present with past perspectives.
NCSS#3: People, Places and Environment	People, places and the environment enable the student to understand the relationship between human populations and the physical world. Students develop an understanding of spatial perspective, and examine changes in the relationship between peoples, places, and the environment.
NCSS# 4: Individual Development and	Individual development and identity allows students to learn that personal identity is shaped by an individual’s culture, by groups, institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout their development. Students examine questions related to identity and development and allow them to describe factors important to the

Identity	development of personal identity including family, peers, schools and communities.	
NCSS #5: Individuals, Groups and Institutions	Institutions are the formal and informal political, economic and social organizations that help us carry out, organize, and manage our daily affairs. Students learn how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. Students will also identify those institutions that they encounter.	
NCSS #7: Production, Distribution , and Consumption	Production, distribution and consumption looks at how people have wants that often exceed the limited resources available to them. Students will gather and analyze data, as well as use critical thinking skills to determine how best to deal with scarcity of resources.	
NCSS #10: Civil Ideals and Practices	An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do the characteristics of pure economic ideologies affect a society? • How does the exercise of power vary by the types of power? • How is the family a key agent of socialization? • How does the system of education transmit the knowledge, values and patterns of behavior from one generation to another? • What basic societal needs are served by religion and how does the nature of religion vary around the world? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Economic activities of individuals are controlled by the order that is maintained in society • Family structures evolve over time; however the family is a key socialization network • Education varies in each society for the youth to inherit the world • Society looks to give meaning to human existence and to provide societal members with the motivation for survival 	
<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • Comprehend the transformation of economic systems throughout the evolutionary history of human society and, for each society, discuss the different levels of and reasons for social inequality • Analyze the ideologies of capitalism and socialism, the criticism of capitalism and socialism, and the convergence of capitalism and socialism • Comprehend the relationship between power and politics, and power and the state • Analyze the difference between authority and coercion and evaluate why and how the state is able to claim a monopoly on the legitimate use of violence • Analyze the three ideal types of authority identified by Max Weber and, for each type, explain how authority is transferred from one leader to another • Comprehend the common cultural themes that run through marriage and the family • Analyze the contrast between functionalist, conflict, and symbolic interactionist perspectives regarding marriage and the family with examples that illustrate each of the perspectives • Analyze the distinctive characteristics of family life in African American, Latino, Asian American, and Native American families, and discuss the role that social class and culture play in affecting these distinctions • Comprehend the characteristics and concerns of one-parent, childless, blended, and gay and lesbian families in the United States • Comprehend the development of modern education and the links between democracy, industrialization, and universal education • Analyze the educational systems of Japan, Russia, and Egypt regarding how they represent the differences in education between Most Industrialized, Industrializing, and Least Industrialized Nations. • Evaluate how, from the functionalist perspective the manifest and latent functions of education • Analyze, from the functionalist perspective how education has replace certain family functions, the reasons for this transition, and the controversy this situation has created • Analyze, from the conflict perspective the different ways the educational system reinforces basic social inequalities 		

- Analyze, from the symbolic perspective the research into and discuss the effects of teachers' expectations on students' performances
- Comprehend religion and its essential elements
- Comprehend Max Weber's analysis of religion and the spirit of capitalism, explaining its significance.
- Analyze the three major patterns of adaptation that occur when religion and culture conflict with one another
- Analyze how to distinguish between secularization of religion and the secularization of culture

Evidence of Learning

Summative Assessment: tests, essays, charts, Q and A, case studies, cultural reflections

Equipment Needed: Computers, proxima

Teacher Resources: Text *Sociology: A Down-to-Earth Approach*, *Sociology: The Study of Human Relationships*, power points, primary sources including excerpts from sociologists, text material, library, web sites pertinent to subject

Formative Assessments

- Power points
- Posters
- Subject projects
- Timelines
- Journals/diaries/letter writing
- PBLs

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	The Economy	3 days
2	Politics	4 days
3	Marriage and Family	3-4 days
4	Education	5 days
5	Religion	5-6 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview

Content Area: Sociology

Unit Title: Unit V: The Changing Social World

Targeted Grade Level: 10-12

Unit Summary:

This unit looks at three sociological studies: collective behavior and social movements, population and urbanization and social change and environment. Population and urbanization studies the demographics of society and its effects on least industrialized nations vs. most industrialized nations. Students will look at population trends, the importance of industry, and how people adapt to different environments, i.e. a sense of community. Urban study looks at poverty, decay and the decline in life's quality with suburbanization, disinvestment, and deindustrialization. Collective behavior looks at behavior in crowds vs. individual behavior such as rumors, fads, fashions, riots, moral panics, etc. Sociologists classify social movements by their target and amount of change the movement wants to change. Finally social change and the environment examine how society changes with technology. Numerous theorists will be studied regarding social change and whether all changes are good on society.

21st century themes: Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, Teamwork and Leadership, Cross-Cultural Understanding and Interpersonal Communication

Learning Targets

Standards: National Curriculum Standards for Social Studies.

CPI#	Cumulative Progress Indicator (CPI)
NCSS #2: Time, Con- tinuity, and Change	Time, continuity and change allow students to study the past to understand the human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place. An ability to read, reconstruct and interpret the past allows us to connect the present with past perspectives.
NCSS#3: People, Places and Environ- ment	People, places and the environment enable the student to understand the relationship between human populations and the physical world. Students develop an understanding of spatial perspective, and examine changes in the relationship between people, places, and the environment.
NCSS #5: Individuals, Groups and Institutions	Institutions are the formal and informal political, economic and social organizations that help us carry out, organize, and manage our daily affairs. Students learn how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. Students will also identify those institutions that they encounter.
NCSS #8: Science, Technology and Society	Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.

Unit Essential Questions:

- What allows society's social behavior to be spontaneous when people try to develop common solutions to unclear situations?
- Why are social movements more deliberate and longer lasting than collective behavior?
- How has the population growth affected social life (from countryside to city)?

Unit Enduring Understandings:

- Collective behavior is a fundamental fact of human existence, yet adds an important dimension to our understanding of society
- Social movements can promote or prevent societal change
- The growth of population has had a tremendous impact on many aspects of the social world

- | | |
|--|--|
| <ul style="list-style-type: none"> • Why do sociologists need to understand the changes that accompany industrialization and urbanization? • What are the positive and negative consequences of modernization on social life and the natural environment? • What will happen to the environment if society does not control its population? | <ul style="list-style-type: none"> • Population and urbanization has changed the social world and the nature of human interactions • As the world modernizes, social change and the natural environment are affected |
|--|--|

Unit Learning Targets

Students will...

- Comprehend the three demographic variables used to estimate population growth and explain why it is difficult to forecast population growth
- Comprehend the trends contributing to the emergence of metropolises and megalopolises
- Evaluate the four models of urban growth
- Comprehend why many urban dwellers follow a norm of noninvolvement and how the norm, in turn, may contribute to a dysfunctional diffusion of responsibility
- Analyze the primary problems of urban life today and how suburbanization, disinvestment, and deindustrialization contribute to these problems
- Comprehend early explanations of collective behavior, focusing on the transformation of the individual
- Analyze the five stages that crowd go through before they become an acting crowd and the five kinds of crowd participants
- Evaluate the different theories that explain why people are attracted to social movements and the conditions that underlie their attraction
- Analyze the five stages of social movements, what they need to do to succeed, and why most social movements are unsuccessful
- Analyze the social transformation of society in terms of the four major social revolutions: the shift from *Gemeinschaft* to *Gesellschaft* societies, and the development of capitalism, industrialization and modernization
- Analyze the general characteristics, material relations, social relationships, and norms of traditional and modern societies
- Analyze conflict, power, and global practices in post-World War II, including geopolitics and current ethnic conflicts
- Comprehend the most significant elements of social change, including the role of computers in education, the workplace, and finance and business
- Evaluate the changes in war and terrorism, and how advances in technology have changed armed conflict around the world
- Comprehend how the globalization of capitalism contributes to environmental decay
- Analyze the environmental problems of the Most Industrialized Nations, the Industrializing Nations, and the Least Industrialized Nations

Evidence of Learning

Summative Assessment: tests, essays, charts, Q and A, case studies, cultural reflections

Equipment Needed: Computers, proxima

Teacher Resources: Text *Sociology: A Down-to-Earth Approach*, *Sociology: The Study of Human Relationships*, power points, primary sources including excerpts from sociologists, text material, library, web sites pertinent to subject

Formative Assessments

- | | |
|---|---|
| <ul style="list-style-type: none"> • Power points • Posters • Subject projects | <ul style="list-style-type: none"> • Journals/diaries/letter writing • PBLs |
|---|---|

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
----------	-------------	-------------------------

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

1	Collective Behavior	3 days
2	Population and Urbanization	5 days (small PBL)
3	Social Change and the Environment	2 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit: