

# Jefferson City Public Schools–High School Curriculum

SUBJECT: Grade 11-12

COURSE: **Sociology**

STRAND:

Objectives	Assessment/Evaluation	Instructional Activities
<p>(A) <b><u>Unit A: Introduction and Research</u></b></p> <ul style="list-style-type: none"><li>• Explain the three major theoretical sociological perspectives and apply to everyday situations</li><li>• Identify the major pioneers in sociology</li><li>• Summarize and discuss methods of research in sociology</li></ul> <p><b>Performance: 1.10, 2.3, 3.5</b> <b>Knowledge: (SS) 6</b> <b>SSCLE: RIGIT.6.L,M (US History)</b> <b>NETS: 1</b> <b>DOK: 1-3</b></p>	<p><u>Perspective Quiz:</u> Teacher created scoring guide</p> <p><u>Social Influences Writing:</u> Teacher created scoring guide</p> <p><u>Research Plan:</u> Teacher created scoring guide</p>	<ul style="list-style-type: none"><li>• Students will define and apply each perspective to everyday situations after small group discussions</li><li>• Social Influences writing: students will write statements of personal belief on a variety of sociological topics</li><li>• Research Plan: working in groups, students will produce a research plan focused on a question they create</li></ul>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(B) <b>Unit B: Culture</b></p> <ul style="list-style-type: none"> <li>Analyze the components of culture and the impact on human behavior within each society:             <ul style="list-style-type: none"> <li>language</li> <li>norms</li> <li>vales</li> <li>sanctions</li> </ul> </li> <li>Identify cultural variation in a society:             <ul style="list-style-type: none"> <li>subculture</li> <li>counterculture</li> </ul> </li> <li>Understand that needs are met in different ways in different cultures and times:             <ul style="list-style-type: none"> <li>ethnocentrism</li> <li>xenocentrism</li> </ul> </li> </ul> <p><b>Performance: 1.6, 2.1</b>  <b>Knowledge: (SS) 6</b>  <b>SSCLE: RIGIT.6.K (US History)</b>  <b>NETS: 2,3</b>  <b>DOK: 1-3</b></p>	<p><u>Country Research Project:</u>  Teacher created scoring guide</p> <p><u>Norms Reading:</u>  Teacher created scoring guide</p> <p><u>Rafa Rafa – Simulated Culture Activity:</u>  Informal teacher evaluation</p>	<ul style="list-style-type: none"> <li>With a partner, students will research 6 aspects of a foreign culture. Create a poster or PowerPoint to present to the class</li> <li>Students will:             <ul style="list-style-type: none"> <li>select from readings such as:                 <ul style="list-style-type: none"> <li><i>North to Alaska</i></li> <li><i>Cheating in American Schools</i></li> <li><i>How Rude</i></li> </ul> </li> <li>participate in an activity that creates two different cultures and then interacts with the other</li> </ul> </li> </ul>

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<p>(C) <b><u>Unit C: Socialization</u></b></p> <ul style="list-style-type: none"> <li>Examine theories of human social development</li> <li>Detect the agents of socialization in human development</li> </ul> <p><b>Performance: 1.10, 2.1</b>  <b>Knowledge: (SS) 6</b>  <b>SSCLE: RIGIT.6.M (US History)</b>  <b>NETS: 2,3</b>  <b>DOK: 1-3</b></p>	<p><u>Looking Glass Self-Portrait:</u>  Informal teacher evaluation</p> <p><u>Agents of Socialization Group Presentations:</u>  Teacher created scoring guide</p> <p><u>Truman Show Movie Report:</u>  Teacher created scoring guide</p>	<ul style="list-style-type: none"> <li>Students will draw a portrait of how they believe others view them and a portrait of how they see themselves</li> <li>In small groups, students will create and present information about one of the agents of socialization: <ul style="list-style-type: none"> <li>school</li> <li>peers</li> <li>media</li> <li>family</li> <li>government</li> <li>workplace</li> </ul> </li> <li>After viewing the movie <i>The Truman Show</i>, students will write a paper highlighting the agents of socialization and other sociological concepts</li> </ul>
<p>(D) <b><u>Unit D: Social Structure and Groups</u></b></p> <ul style="list-style-type: none"> <li>Discuss the impact of status and roles related in social structure</li> </ul> <p><b>Performance: 1.6</b>  <b>Knowledge: (SS) 6</b>  <b>SSCLE: RIGIT.6.L (US History)</b>  <b>NETS: 1</b>  <b>DOK: 1,2</b></p>	<p><u>Book of Me:</u>  Teacher created scoring guide</p>	<p>Students will create a book highlighting the status they occupy and the roles that accompany the status</p>

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<p>(E) <b><u>Unit E: Social Control and Deviance</u></b></p> <ul style="list-style-type: none"> <li>• Connect the power of conformity and obedience on human behavior</li> <li>• Explain the various sociological theories of deviance</li> <li>• Analyze the five types of crime and how our criminal justice system tries to limit it</li> </ul> <p><b>Performance: 1.6, 3.7</b>  <b>Knowledge: (SS) 6</b>  <b>SSCLE: RIGIT.6.M-O (US History)</b>  <b>NETS: 1</b>  <b>DOK: 1-3</b></p>	<p><u>Asch/Milgram Video:</u>  Informal teacher evaluation</p> <p><u>Deviance Readings:</u>  Teacher created scoring guide</p>	<ul style="list-style-type: none"> <li>• In small groups and then as a class, students will discuss the power of conformity and obedience shown in the video</li> <li>• Students will select from readings about: <ul style="list-style-type: none"> <li>• capital punishment</li> <li>• corporal punishment</li> <li>• juvenile crime</li> </ul> </li> </ul>
<p>(F) <b><u>Unit F: Class, Race, Gender, Age</u></b></p> <ul style="list-style-type: none"> <li>• Describe the components of social stratification and the ability to move between the strata</li> <li>• Examine the topics of: <ul style="list-style-type: none"> <li>• racism</li> <li>• stereotyping</li> <li>• discrimination</li> </ul> </li> <li>• Explain gender socialization and equity and ageism</li> </ul> <p><b>Performance: 1.10, 3.5</b>  <b>Knowledge: (SS) 6</b>  <b>SSCLE: RIGIT.6.L (US History)</b>  <b>NETS: 1</b>  <b>DOK: 1-4</b></p>	<p><u>How Far Will the Federal Poverty Line Stretch:</u>  Informal teacher evaluation</p> <p><u>Gender Swap Activity and Writing:</u>  Teacher created scoring guide</p> <p><u>Various Readings:</u>  Teacher created scoring guides</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• participate in a poverty simulation where they are divided into families with differing incomes</li> <li>• participate in an activity called Gender Swap where the class is divided into male and female groups and analyze the other group. They will then discuss and write about their experiences</li> <li>• choose from the following reading topics: <ul style="list-style-type: none"> <li>• Caste Readings</li> <li>• Welfare Reform</li> <li>• Japanese Internment Camps</li> <li>• Generation Gap</li> </ul> </li> </ul>