Social Studies Curriculum

Elective

Sociology
Course Description

Sociology is the study of the individual and the various interactions we encounter in our lives. This course encourages students to evaluate their perspective of the world and how to embrace a more open and diverse view. Students will take on the persona of a sociologist and conduct research, analyze case studies, conduct surveys, and explore different cultural practices. The goal is for students to leave this course with a broader understanding of the social experiences and structures that make us who we are and how that identity can evolve.
## Pacing Chart

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<th>Topics</th>
<th>CCSS</th>
<th>Duration</th>
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<td>Unit 1</td>
<td>The Study of Sociology</td>
<td>RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.5,</td>
<td>Unit 1 - 5 Weeks</td>
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<tr>
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<td></td>
<td>RH.11-12.6, RH.11-12.7, RH.11-12.8, RH.11-12.9, RH.11-12.10</td>
<td>in duration</td>
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<tr>
<td>Unit 2</td>
<td>Society and Culture</td>
<td>RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.5,</td>
<td>Unit 2 – 10 Weeks</td>
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<td>RH.11-12.6, RH.11-12.7, RH.11-12.8, RH.11-12.9</td>
<td>in duration</td>
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<tr>
<td>Unit 3</td>
<td>Socialization and the Individual</td>
<td>RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.5,</td>
<td>Unit 3 – 10 Weeks</td>
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<tr>
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<td>RH.11-12.6, RH.11-12.7, RH.11-12.8, RH.11-12.9, RH.11-12.10</td>
<td>in duration</td>
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<tr>
<td>Unit 4</td>
<td>Government, the Individual, and Conflict</td>
<td>RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.6,</td>
<td>Unit 4 - 10 Weeks</td>
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<tr>
<td></td>
<td></td>
<td>RH.11-12.7, RH.11-12.8</td>
<td>in duration</td>
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</tbody>
</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and social needs.
CRP1. Act as a responsible and contributing citizen and employee.
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at
Career Ready Practices

- Career-ready individuals are active listeners and speak clearly and with purpose. They think about the audience for their communication and prepare accordingly to ensure the desired outcome.

- **CRP5. Consider the environmental, social and economic impacts of decisions.**
  Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

- **CRP6. Demonstrate creativity and innovation.**
  Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- **CRP7. Employ valid and reliable research strategies.**
  Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate
Career Ready Practices

the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- **CRP9. Model integrity, ethical leadership and effective management.** Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

- **CRP11. Use technology to enhance productivity.** Career-ready individuals find and maximize the productive value of existing and new technology to accomplish
workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

- **CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
### Differentiated Instruction

**Accommodate Based on Students Individual Needs: Strategies**

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Extra time for assigned tasks</td>
<td>● Extra Response time</td>
<td>● Precise step-by-step directions</td>
<td>● Teacher-made checklist</td>
</tr>
<tr>
<td>● Adjust length of assignment</td>
<td>● Have students verbalize steps</td>
<td>● Short manageable tasks</td>
<td>● Use visual graphic organizers</td>
</tr>
<tr>
<td>● Timeline with due dates for reports and projects</td>
<td>● Repeat, clarify or reword directions</td>
<td>● Brief and concrete directions</td>
<td>● Reference resources to promote independence</td>
</tr>
<tr>
<td>● Communication system between home and school</td>
<td>● Mini-breaks between tasks</td>
<td>● Provide immediate feedback</td>
<td>● Visual and verbal reminders</td>
</tr>
<tr>
<td>● Provide lecture notes/outline</td>
<td>● Provide a warning for transitions</td>
<td>● Small group instruction</td>
<td>● Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>● Reading partners</td>
<td>● Emphasize multi-sensory learning</td>
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</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Computer/whiteboard</td>
<td>● Extended time</td>
<td>● Consistent daily structured routine</td>
<td>● Individual daily planner</td>
</tr>
<tr>
<td>● Tape recorder</td>
<td>● Study guides</td>
<td>● Simple and clear classroom rules</td>
<td>● Display a written agenda</td>
</tr>
<tr>
<td>● Spell-checker</td>
<td>● Shortened tests</td>
<td>● Frequent feedback</td>
<td>● Note-taking assistance</td>
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<tr>
<td>● Audio-taped books</td>
<td>● Read directions aloud</td>
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<td>● Color code materials</td>
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<tr>
<td><strong>Tests/Quizzes/Grading</strong></td>
<td><strong>Behavior/Attention</strong></td>
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<td><strong>Organization</strong></td>
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<tr>
<td><strong>Recommendations</strong></td>
<td><strong>Recommendations</strong></td>
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<td><strong>Recommendations</strong></td>
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<tr>
<td><strong>Differentiated Instruction</strong></td>
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<td><strong>Differentiated Instruction</strong></td>
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<tr>
<td><strong>Accommodate Based on Students Individual Needs: Strategies</strong></td>
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<td><strong>Accommodate Based on Students Individual Needs: Strategies</strong></td>
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</tbody>
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Enrichment

Accommodate Based on Students Individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

*Suggested Formative/Summative Classroom Assessments*

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
A. Civics, Government, and Human Rights

6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.

6.1.12.A.4.b Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.

C. Economics, Innovation, and Technology

6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

D. History, Culture, and Perspectives

6.3.12.D.1 Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.

6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.


6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure.

6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.D.4.k Analyze how the arts represent the changing values and ideals of society.
**English Language Arts & History/Social Studies Grades 11-12 Common Core Standards**

**Key Ideas and Details:**

**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.

**RH.11-12.2** Determine the central ideas of information of primary or secondary source: provide an accurate summary that makes clear the relationships among the key details and ideas.

**RH.11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence with textual evidence, acknowledging where the text leaves matters uncertain.

**Craft and Structure:**

**RH.11-12.4** Determine the meaning of word 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 (i.e., how Madison defines *faction* in *Federalist* No. 10).

**RH.11-12.5** Analyze in detail how a complete primary sources is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**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:**

**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.
**RH.11-12.8** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

**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:**

**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.
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<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
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<tbody>
<tr>
<td><strong>Discuss each agent of socialization and how it perpetuates the goals, values, and norms of society.</strong>&lt;br&gt;<strong>Standard:</strong>&lt;br&gt;6.2.12.D.4.k&lt;br&gt;RH.11-12.1&lt;br&gt;RH.11-12.7</td>
<td>What is socialization?&lt;br&gt;How important is socialization?&lt;br&gt;How has the process of socialization changed with technology?</td>
<td><strong>Socratic Discussion:</strong> How has schooling shaped who you are?&lt;br&gt;<strong>Class Activity:</strong> Show students a variety of symbols, logos and slogans. Make show to throw in some that are not well known or even made up. Have students write down the company or group they come from. Discuss the results as an example of socialization.</td>
<td><strong>Case Study:</strong> <a href="http://www.asanet.org/introtosociology/Documents/PersellSocializationReading37.html">http://www.asanet.org/introtosociology/Documents/PersellSocializationReading37.html</a>&lt;br&gt;<strong>Socialization Chapter:</strong> <a href="http://www.asanet.org/introtosociology/TeacherResources/IMforBecomingAMemberOfSocietyReadingbg.html">http://www.asanet.org/introtosociology/TeacherResources/IMforBecomingAMemberOfSocietyReadingbg.html</a></td>
<td><strong>Art:</strong> Create an artistic representation (collage, drawing) of you and your identity.</td>
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<tr>
<td><strong>Analyze social institutions and their value to society.</strong>&lt;br&gt;<strong>Standard:</strong>&lt;br&gt;RH.11-12.9</td>
<td>What is an institution?&lt;br&gt;How are institutions used in society?&lt;br&gt;Is the role of an institution helpful or harmful to the functioning of society?</td>
<td><strong>Jigsaw:</strong> Assign students an institution to research and explain how they function in society.&lt;br&gt;<strong>Socratic Discussion:</strong> What would happen to society if there were no institutions?</td>
<td><strong>Chapter on Institutions:</strong> <a href="https://www.boundless.com/sociology/textbooks/boundless-sociology-textbook/social-interaction-5/elements-of-social-interaction-52/social-institutions-332-8946/">https://www.boundless.com/sociology/textbooks/boundless-sociology-textbook/social-interaction-5/elements-of-social-interaction-52/social-institutions-332-8946/</a>&lt;br&gt;<strong>ELA:</strong> Write a persuasive essay on an institution in society that you feel is the most influential.</td>
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<td>Identify major social categories in culture, including race, ethnicity, gender, sexuality, and age.</td>
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</table>
| How are people categorized?  
What are race, ethnicity, gender, sexuality, and age?  
How are these categories set?  
How do these categories evolve?  |
| **Discussion:** Have students collect a variety of applications and personal information survey. Discuss the information requested from each survey and why.  |
**Essay:** Write an essay creating your own survey on social categories for an application process asking what you believe is important and appropriate. |

<table>
<thead>
<tr>
<th>Define gender and its role in society.</th>
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</table>
| What is gender?  
How was gender viewed in the past?  
How is it viewed in the present?  
What challenges surround the evolving concept of gender?  |
| **Brainstorming:** Independently or in small groups, discuss how gender is defined and depicted.  
**Case Study:** Research the case of David Reimer and discuss the role of nature and nurture in terms of gender definition.  
**Field Study:** Conduct a study of movies, TV shows, music, etc. and identify examples of gender role break throughs. |
| **David Reimer Case Study:** [http://sciencecases.lib.buffalo.edu/cs/files/gender_reassignment.pdf](http://sciencecases.lib.buffalo.edu/cs/files/gender_reassignment.pdf)  
**Ted Talk- Gender Neutral Bathrooms:** [https://www.ted.com/talks/ivan_coyote_why_we_need_gender_neutral_bathrooms](https://www.ted.com/talks/ivan_coyote_why_we_need_gender_neutral_bathrooms) |

<table>
<thead>
<tr>
<th>Differentiate the role of male and female within society.</th>
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</table>
| What are gender norms?  
Are gender norms a product of nature or nurture?  
How is society changing to allow for a break in gender norms?  
How have gender norms |
| **Field Study:** Have students either create or use a pre-existing survey (see resources) and identify famous male and female individuals that do the same job. Discuss the difficulty and/or ease of finding both a male and female.  
**PDF of “Nickeled and Dimed:** [http://swcta.net/moore/files/Art/Photography.pdf](http://swcta.net/moore/files/Art/Photography.pdf) |

**Essay:** Write a journal essay on how you feel as a guy or girl and your experiences vs. the opposite gender.  
**Art/Photography:** Draw or photograph symbols of gender in our society today (i.e. bathroom signs).
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<tr>
<td>Math: Create a pie chart representing your interpretation of the length of each of the life cycle stages. Science: Research the stages of human development.</td>
<td>ELA: Write an essay comparing adolescence today to a different generation. Science: Research the scientific stages of adolescence.</td>
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<tr>
<td>Topic</td>
<td>Question(s)</td>
<td>Activity</td>
<td>Resources</td>
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</table>
| Debate the origin of personality. | What is a personality? What creates a person’s personality? Is personality a product of nature or nurture? How does a person project their personality in today’s world? | **Draw the Pig:** Have students complete the survey (see resources) and then research what their results mean. | **Personality Survey:** [Link](http://personality-testing.info/printable/)
**Draw the Pig:** [Link](https://teachingthem.com/2011/02/18/draw-the-pig-personality-test-icebreaker/)
**Common Lit:** [Link](https://www.commonlit.org/texts/the-nature-vs-nurture-debate)
[Link](https://www.commonlit.org/texts/mirror-stage) |
| Analyze the different lifestyles in today’s society. | What is a lifestyle? How is society evolving to accept or reject lifestyle choices? | **Research:** Research the government reforms or push to be more inclusive or restricting to lifestyle choices. | **NY Times Article:** [Link](http://www.nytimes.com/2016/04/06/us/gay-rights-mississippi-north-carolina.html)
**Polygamy:** [Link](http://www.huffingtonpost.com/vicki-darger/real-sister-wife-chose-polygamy_b_991552.html) |
| Analyze the role of “family”. | What is a family? How is the definition of family changing? | **Brainstorm:** Work independently or in small groups to create a definition of the term “family”. | **Modern Family Article:** [Link](http://www.nytimes.com/2011/01/23/fashion/23THISLIFE.html?_r=0)
**Types of Families:** [Link](https://www.healthychildren.org) |
| | | **Reflection Journal:** Watch the video clip. Then write a journal reflection on the identity and personality you have projected on social media. | [Link](http://youtu.be/z7g3IdyOjMU) |

**Standard:**
6.1.12.C.16.a  
RH.11-12.7

6.1.12.A.1.b  
6.1.12.A.4.b  
6.1.12.D.2.b  
6.2.12.D.4.k  
6.3.12.D.1  
RH.11-12.1  
RH.11-12.9  
RH.11-12.7

6.1.12.A.4.b  
6.1.12.C.16.a  
6.1.12.D.2.b  
6.2.12.D.4.k
What is the purpose of marriage?  
How does society view marriage today? | Socratic Discussion: What is the purpose of marriage and is it necessary?  
Application: Choose different celebrity couples to represent each of the types of marriages. | Articles on Definition of Marriage:  
Chapter on Marriage:  
https://opentextbc.ca/introdu  
Economics: Research the legal and financial reasons for the institution of marriage. Include the implications for expanding the definition of marriage. |
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<tr>
<th>RH.11-12.1</th>
<th>RH.11-12.7</th>
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</table>

**Compare marriage norms from different cultures.**

**Standard:**
- 6.1.12.A.4.b
- 6.1.12.D.2.b
- 6.1.12.D.14.e

| RH.11-12.1 | RH.11-12.9 |

**Discuss group interactions in society.**

**Standard:**
- 6.1.12.A.1.b
- 6.1.12.C.16.a
- 6.3.12.D.1

| RH.11-12.3 |

| RH.11-12.1 | RH.11-12.7 |

**Divorce in America:**

**Types of Marriages:**

**Jigsaw:** Assign each student a culture and research that cultures marriage practices.

**Marriage Customs from Around the World:**
http://www.brides.com/wedding-answers-tools/wedding-etiquette/2015/07/wedding-traditions-around-the-world#slide=1

**National Geographic:**
http://www.nationalgeographic.com/125/photos/explore-weddings/

**Field Study:** Have students commit to interacting for a set period time without technology. Have them keep a journal or record of their experience.

**Learning Activity:** Have students come up with their

**Creative Writing:** Write about a marriage practice of your own creation. Explain how and why you designed this practice.

**Chapter on Group Interaction:**
https://www.boundless.com/sociology/textbooks/boundless-sociology-textbook/social-interaction-5/understanding-social-interaction-50/understanding-social-

**ELA:** Write an essay about the ways that you and your friends, family, etc. interact with one another.
Describe how socioeconomic status contributes to the shaping of self-identity and group perception.

**Standard:**
- 6.1.12.D.2.b
- 6.1.12.D.14.e
- RH.11-12.3
- RH.11-12.7

<table>
<thead>
<tr>
<th>What is socioeconomic status?</th>
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</thead>
<tbody>
<tr>
<td>How does one's socioeconomic status dictate your life?</td>
</tr>
<tr>
<td>What role does socioeconomic status play in socialization?</td>
</tr>
<tr>
<td>Is one’s socioeconomic status fixed or fluid?</td>
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</tbody>
</table>

**Simulation:** Divide students into 3 socioeconomic groups of high, middle, and low and give each group fake money. Provide each student with an egg. Based on the students’ economic status, allow them to “purchase” items from you to protect their egg (i.e. bubble wrap, cloth, cotton balls). Students will then drop their eggs. Discuss which socioeconomic group was able to buy materials to protect their egg the best and why.

**Article on Socioeconomic Status:**
http://www.education.com/reference/article/socioeconomic-status/

**Journal:** Write a journal entry about how you or someone else depicts your perceived socioeconomic status (i.e. Designer sneakers, luxury car).

Identify the situations in which people discriminate based on race, ethnicity, gender, sex, and other attributes.

**Standard:**
- 6.1.12.A.1.b
- 6.1.12.D.2.b
- 6.1.12.A.4.b
- 6.1.12.D.5.d
- 6.1.12.D.14.e
- 6.3.12.D.1
- RH.11-12.4
- RH.11-12.8
- RH.11-12.9

<table>
<thead>
<tr>
<th>What are discrimination, bias, and racism?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are people discriminated against in society?</td>
</tr>
<tr>
<td>What agencies are in place to prevent discrimination?</td>
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</tbody>
</table>

**Socratic Discussion:** Do discrimination and bias still exist today? In what context?

**Research:** Research laws that directly prohibit discrimination.

**Lesson on Bias:**
www.csai-online.org/sites/default/files/Bias%20Worksheet.docx

**Federal Laws on Discrimination:**

**ELA/Technology:** Students will use Twitter, Instagram, and other social networks to identify examples of discrimination, bias, and racism.

**Civics:** Timeline the events of the Civil Rights Movement.
| Discuss various levels of society. | What is a social class?  
What types of social classes are there historically?  
What determines placement within a social class?  
Are social classes fixed or fluid?  
What are the benefits and/or negatives of social structure? | **Research:** Assign each student a historical social class system to research (i.e. Feudal, Indian Caste, French Revolution, Modern America, etc.). Put each level in its correct hierarchy with a description  
**Think-Pair-Share:** Independently have students come up with social statuses that are Ascribed, Achieved, or Master Status. | **Culture and Social Classes:** [http://my.fit.edu/~gabrenya/social/readings/ses.pdf](http://my.fit.edu/~gabrenya/social/readings/ses.pdf) | **ELA:** Write an article on where you believe you are in the context of social classes, why, and how you feel about it. |
| Standard:  
6.1.12.D.2.b  
6.3.12.D.1  
RH.11-12.7 |
**Unit 3 Vocabulary**

<table>
<thead>
<tr>
<th>Socialization</th>
<th>Personality</th>
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<tbody>
<tr>
<td>Social institution</td>
<td>Life Style</td>
</tr>
<tr>
<td>Race</td>
<td>Family</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Marriage</td>
</tr>
<tr>
<td>Gender</td>
<td>Group Interaction</td>
</tr>
<tr>
<td>Sexuality</td>
<td>Socioeconomic Status</td>
</tr>
<tr>
<td>Age</td>
<td>Perceived Socioeconomic Status</td>
</tr>
<tr>
<td>Male</td>
<td>Discrimination</td>
</tr>
<tr>
<td>Female</td>
<td>Bias</td>
</tr>
<tr>
<td>Transgender</td>
<td>Ascribed Status</td>
</tr>
<tr>
<td>Adolescence</td>
<td>Achieved Status</td>
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<tr>
<td>Life Cycle</td>
<td>Master Status</td>
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</tbody>
</table>

**Choose 1**

<table>
<thead>
<tr>
<th>Unit Project (Suggested)</th>
<th>Unit Project (Suggested)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Unit Project 1:</strong></td>
<td><strong>Suggested Unit Project 2:</strong></td>
</tr>
<tr>
<td>Create a Google Slides, PowerPoint, or a Prezi on how Social Media is a force in Socialization.</td>
<td>Watch dystopian films such as <em>The Hunger Games</em>, <em>Divergent</em>, and/or <em>The Giver</em>. Analyze the themes and the manmade social construction and compare it to the society in which you live in.</td>
</tr>
</tbody>
</table>