

<b>COURSE: Sociology</b>	<b>GRADE(S): Eleven (11) and Twelve (12)</b>
<b>UNIT: Cultural Conformity</b>	<b>TIME FRAME: 8 Weeks – 90 minute periods</b>

<p><b>NATIONAL STANDARDS:</b></p> <p>Define social structure and discuss the characteristics of its major components.</p> <p>Define the term group and describe the features of the group structure and list the characteristics of the most common types of groups.</p> <p>Identify the five patterns of group interaction and discuss examples of each.</p> <p>Define the terms formal organization and bureaucracy and explain Weber's model of bureaucracy.</p>
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<p><b>STATE STANDARDS:</b></p> <p><b>5.1.12-C</b> Evaluate the importance of the principles and ideals of civic life.</p> <p><b>5.1.12-I</b> Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.</p> <p><b>5.1.12-J</b> Analyze how the law promotes the common good and protects individual rights.</p> <p><b>5.2.12-A</b> Analyze an individual's civic rights, responsibilities and duties in various governments.</p> <p><b>5.2.12-B</b> Evaluate citizens' participation in government and civic life.</p> <p><b>5.2.12-C</b> Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.</p> <p><b>5.2.12-E</b> Analyze how participation in civic and political life leads to the attainment of individual and public goals.</p> <p><b>5.2.12-F</b> Evaluate how individual rights may conflict with or support the common good.</p> <p><b>5.2.12-G</b> Evaluate what makes a competent and responsible citizen.</p> <p><b>8.1.12-A</b> Evaluate chronological thinking.</p> <ul style="list-style-type: none"> <li>• Sequential order of historical narrative.</li> <li>• Continuity and change.</li> <li>• Context for events.</li> </ul>	<p><b>UNIT OBJECTIVES: Students will be able to:</b></p> <p>Be broadly familiar with Marx's analysis of class conflict through the ages.</p> <p>Recognize the central rate of social conflict in Marxian theory.</p> <p>Understand what Durkheim meant by social facts.</p>
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<p><b>8.1.12-C</b> Evaluate historical interpretation of events.</p> <ul style="list-style-type: none"> <li>• Impact of opinions on the perception of facts.</li> <li>• Issues and problems in the past.</li> <li>• Multiple points of view.</li> <li>• Illustrations in historical stories and sources.</li> <li>• Connections between causes and results.</li> <li>• Central issue.</li> </ul> <p><b>8.4.12-A</b> Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.</p> <ul style="list-style-type: none"> <li>• Political and Military Leaders.</li> <li>• Cultural and Commercial Leaders.</li> <li>• Innovators and Reformers.</li> </ul> <p><b>8.4.12-C</b> Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</p> <p><b>8.4.12-D</b> Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.</p> <ul style="list-style-type: none"> <li>• Domestic Instability.</li> <li>• Ethnic and Racial Relations.</li> <li>• Labor Relations.</li> <li>• Immigration and Migration.</li> <li>• Military Conflicts.</li> </ul>	
<p><b>ACTIVITIES:</b></p> <p>Construct a STATUS CHART listing all roles you currently fulfill and their reciprocals, i.e.</p> <p>Development of a chart comparing citizen's rights in several major countries.</p> <p>Chart the presidential election, complete platforms, and include political party and ethnicity of candidates.</p> <p>Student- teacher  Son - mother  Brother - brother</p> <p>List stress in fulfilling each assigned role.</p>	<p><b>ASSESSMENTS:</b></p> <p>Peer review of group presentations.</p> <p><b>REMEDIATION:</b></p> <p>"Re-teach"</p> <p><b>ENRICHMENT:</b></p> <p>Construct a ten-question quiz on theories of Marx</p>

Working in cooperative groups each group is assigned one of the following agents of socialization: the family, religion, the school, the mass media, and total institutions. Include specific examples and definitions. Groups will then present to the entire class.

**RESOURCES:**

Textbook

and Durkheim.

<b>COURSE:</b> Sociology	<b>GRADE(S):</b> Eleven (11) and Twelve (12)
<b>UNIT:</b> The Sociological Perspective & Cultural Conformity	<b>TIMEFRAME:</b> 3 Weeks - 90 minute periods

<p><b>NATIONAL STANDARDS:</b></p> <p>Analyze and explain the ways groups, societies, and cultures address human needs and concerns.</p> <p>Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.</p> <p>Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.</p> <p>Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.</p> <p>Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.</p> <p>Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.</p> <p>Construct reasoned judgments about specific cultural responses to persistent human issues.</p> <p>Explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.</p>
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<p><b>STATE STANDARDS:</b></p> <p><b>5.1.12-C</b> Evaluate the importance of the principles and ideals of civic life.</p> <p><b>5.1.12-I</b> Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.</p> <p><b>5.1.12-J</b> Analyze how the law promotes the common good and protects individual rights.</p> <p><b>5.2.12-A</b> Analyze an individual's civic rights, responsibilities and duties in various governments.</p> <p><b>5.2.12-B</b> Evaluate citizens' participation in government and civic life.</p> <p><b>5.2.12-C</b> Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.</p> <p><b>5.2.12-E</b> Analyze how participation in civic and political life leads to the attainment of individual and public goals.</p> <p><b>5.2.12-F</b> Evaluate how individual rights may conflict with or support the common good.</p>	<p><b>UNIT OBJECTIVES:</b></p> <p>Discuss the development of the field of sociology as a social science.</p> <p>Identify early leading theorists within social science.</p> <p>Compare sociology with other social science disciplines.</p> <p>Examine changing points of view of social issues, such as poverty, crime, and discrimination.</p> <p>Evaluate various types of sociologic research methods.</p> <p>Determine cause and effect relationship issues among events as they relate to sociology.</p> <p>Identify, evaluate, and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today.</p> <p>Develop a working definition of sociology that has personal application.</p> <p>Define the key components of a culture, such as</p>
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<p><b>5.2.12-G</b> Evaluate what makes a competent and responsible citizen.</p> <p><b>8.1.12-A</b> Evaluate chronological thinking.</p> <ul style="list-style-type: none"> <li>• Sequential order of historical narrative.</li> <li>• Continuity and change.</li> <li>• Context for events.</li> </ul> <p><b>8.1.12-C</b> Evaluate historical interpretation of events.</p> <ul style="list-style-type: none"> <li>• Impact of opinions on the perception of facts.</li> <li>• Issues and problems in the past.</li> <li>• Multiple points of view.</li> <li>• Illustrations in historical stories and sources.</li> <li>• Connections between causes and results.</li> <li>• Central issue.</li> </ul> <p><b>8.4.12-A</b> Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.</p> <ul style="list-style-type: none"> <li>• Political and Military Leaders.</li> <li>• Cultural and Commercial Leaders.</li> <li>• Innovators and Reformers.</li> </ul> <p><b>8.4.12-C</b> Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</p> <p><b>8.4.12-D</b> Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.</p> <ul style="list-style-type: none"> <li>• Domestic Instability.</li> <li>• Ethnic and Racial Relations.</li> <li>• Labor Relations.</li> <li>• Immigration and Migration.</li> <li>• Military Conflicts.</li> </ul>	<p>knowledge, language and communication, customs, values, norms, and physical objects.</p> <p>Explain the differences between a culture and a society.</p> <p>Recognize the influences of genetic inheritance and culture on human behavior.</p> <p>Give examples of subcultures and describe what makes them unique.</p> <p>Compare social norms among various subcultures.</p> <p>Identify the factors that promote cultural diversity within the United States.</p> <p>Explain how various practices of the culture create differences within group behavior.</p> <p>Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, post-industrial.</p> <p>Identify both rights and responsibilities the individual has to the group.</p>
<p><b>ACTIVITIES:</b></p> <p>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</p> <p>Construct a STATUS CHART listing all roles you currently fulfill and their reciprocals, i.e.</p> <p>Development of a chart comparing citizen's rights in several major countries.</p> <p>Chart the presidential election, complete platforms, include political party and ethnicity of candidates.</p> <p>Student- teacher  Son - mother  Brother - brother</p> <p>List stress in fulfilling each assigned role.</p>	<p><b>ASSESSMENTS:</b></p> <p>Peer review of group presentations.</p> <p><b>REMEDIAEION:</b></p> <p>"Re-teach"</p> <p><b>ENRICHMENT:</b></p> <p>Construct a ten-question quiz on theories of Marx and Durkheim.</p>

Working in cooperative groups each group is assigned one of the following agents of socialization: the family, religion, the school, the mass media, and total institutions. Include specific examples and definitions. Groups will then present to the entire class.

<b>COURSE: Sociology</b>	<b>GRADE(S): Eleven (11) and Twelve (12)</b>
<b>UNIT: Social Stratification</b>	<b>TIME FRAME: 3 Weeks- 90 min periods</b>

<b>NATIONAL STANDARDS:</b>  Citizenship and Communication
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<p><b>STATE STANDARDS:</b></p> <p><b>5.1.12-A</b> Evaluate the major arguments advanced for the necessity of government.</p> <p><b>5.1.12-B</b> Analyze the sources, purposes and functions of law.</p> <p><b>5.1.12-C</b> Evaluate the importance of the principles and ideals of civic life.</p> <p><b>5.1.12-I</b> Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.</p> <p><b>5.2.12-A</b> Evaluate an individual's civic rights, responsibilities and duties in various governments.</p> <p><b>5.2.12-B</b> Evaluate citizens' participation in government and civic life.</p> <p><b>5.2.12-C</b> Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.</p> <p><b>5.3.12-G</b> Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.</p> <p><b>6.1.12-A</b> Evaluate the strengths and weaknesses of traditional, command and market economies.</p> <p><b>6.1.12-C</b> Assess the strength of the regional, national and/or international economy and compare it to another time period based upon economic indicators.</p> <p><b>6.1.12-D</b> Describe historical examples of expansion, recession, and depression internationally.</p> <p><b>6.3.12-A</b> Analyze actions taken as a result of scarcity issues in the regional, national and international economies.</p> <p><b>6.3.12-C</b> Evaluate the allocation of resources used to produce goods and services.</p>	<p><b>UNIT OBJECTIVES: Students will be able to:</b></p> <p>Understand how sociologists define the concept of social stratification.</p> <p>Be thoroughly familiar with the distinction between caste and class societies.</p> <p>Recognize how stratification changes as societies pass through the stages of development outlined by Lenskis.</p>
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**6.4.12-A** Analyze how specialization may increase the standard of living.

**6.4.12-B** Analyze the relationships between trade, competition and productivity.

**6.4.12-D** Explain how the location of resources, transportation and communication networks and technology have affected international economic patterns.

**6.4.12-E** Analyze how United States consumers and producers participate in the global production and consumption of goods or services.

**6.5.12-A** Analyze the factors influencing wages.

- Demand for goods and services produced.
- Labor unions.
- Productivity.
- Education/skills.

**6.5.12-B** Evaluate how changes in education, incentives, technology and capital investment alter productivity.

**6.5.12-C** Compare distribution of wealth across nations.

**6.5.12-F** Assess the impact of entrepreneurs on the economy.

**8.1.12-A** Evaluate chronological thinking.

- Sequential order of historical narrative.
- Continuity and change.
- Context for events.

**8.1.12-B** Synthesize and evaluate historical sources.

- Literal meaning of historical passages.
- Data in historical and contemporary maps, graphs and tables.
- Different historical perspectives.
- Data presented in maps, graphs, and tables.
- Visual data presented in historical evidence.

**8.1.12-C** Evaluate historical interpretation of events.

- Impact of opinions on the perception of facts.
- Issues and problems in the past.

- Multiple points of view.
- Illustrations in historical stories and sources.
- Connections between causes and results.
- Central issue.

**8.3.12-A** Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.

- Political Leaders.
- Military Leaders.
- Cultural and Commercial Leaders.
- Innovators and Reformers.

**8.3.12-B** Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.

- Documents.
- 20<sup>th</sup> Century Writings and Communications.
- Historic Places.

**8.3.12-C** Evaluate how continuity and change has influenced United States history from 1890 to Present

- Belief Systems and Religions
- Commerce and Industry
- Innovations
- Politics
- Settlement Patterns
- Social Organization
- Transportation and Trade
- Women's Movement

**8.3.12-D** Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to Present

- Domestic Instability
- Ethnic and Racial Relations
- Labor Relations
- Immigration and Migration
- Military Conflicts

**8.4.12-A** Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.

- Political and Military Leaders.
- Cultural and Commercial Leaders.
- Innovators and Reformers.

**8.4.12-C** Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.

- Africa.
- Americas.
- Asia.
- Europe.

**8.4.12-D** Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to present in Africa, Americas, Asia and Europe.

- Domestic Instability.
- Ethnic and Racial Relations.
- Labor Relations.
- Immigration and Migration.
- Military Conflicts.

**ACTIVITIES:**

Read and outline the following:

- Chapter 9- Social Stratification
- Chapter 10- Social Class in the United States
- Chapter 11- Global Stratification
- Chapter 12- Sex and Gender

Working cooperatively select one of five social classes. Have the group select pictures from magazines that reflect that social class and create a collage depicting the classes lifestyle. Share and explain the collage to the class. Then have a group discussion address the following:

1. Do you feel it would be desirable or possible to establish a classless society in the U.S.?
2. Suggest some of the ways in which an individual's position in the contemporary U.S. stratification system affects a person's life.

**MOVIE:**

Titanic with accompanying questionnaire.

**RESOURCES:**

Textbook

**ASSESSMENTS:**

Students are graded on participation in cooperative groups, outlines and response to movie: Titanic.

**REMEDICATION:**

"Re-teach"

**ENRICHMENT:**

Be familiar with the Davis-Moore functional theory of stratification and with some of the criticisms.

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<b>COURSE: Sociology</b>	<b>GRADE(S): Eleven (11) and Twelve (12)</b>
<b>UNIT: Cultural Conformity</b>	<b>TIME FRAME: 8 Weeks – 90 minute periods</b>

<p><b>NATIONAL STANDARDS:</b></p> <p>Define social structure and discuss the characteristics of its major components.</p> <p>Define the term group and describe the features of the group structure and list the characteristics of the most common types of groups.</p> <p>Identify the five patterns of group interaction and discuss examples of each.</p> <p>Define the terms formal organization and bureaucracy and explain Weber's model of bureaucracy.</p>
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<p><b>STATE STANDARDS:</b></p> <p><b>5.1.12-C</b> Evaluate the importance of the principles and ideals of civic life.</p> <p><b>5.1.12-I</b> Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.</p> <p><b>5.1.12-J</b> Analyze how the law promotes the common good and protects individual rights.</p> <p><b>5.2.12-A</b> Analyze an individual's civic rights, responsibilities and duties in various governments.</p> <p><b>5.2.12-B</b> Evaluate citizens' participation in government and civic life.</p> <p><b>5.2.12-C</b> Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.</p> <p><b>5.2.12-E</b> Analyze how participation in civic and political life leads to the attainment of individual and public goals.</p> <p><b>5.2.12-F</b> Evaluate how individual rights may conflict with or support the common good.</p> <p><b>5.2.12-G</b> Evaluate what makes a competent and responsible citizen.</p> <p><b>8.1.12-A</b> Evaluate chronological thinking.</p> <ul style="list-style-type: none"> <li>• Sequential order of historical narrative.</li> <li>• Continuity and change.</li> <li>• Context for events.</li> </ul>	<p><b>UNIT OBJECTIVES: Students will be able to:</b></p> <p>Be broadly familiar with Marx's analysis of class conflict through the ages.</p> <p>Recognize the central rate of social conflict in Marxian theory.</p> <p>Understand what Durkheim meant by social facts.</p>
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<p><b>8.1.12-C</b> Evaluate historical interpretation of events.</p> <ul style="list-style-type: none"> <li>• Impact of opinions on the perception of facts.</li> <li>• Issues and problems in the past.</li> <li>• Multiple points of view.</li> <li>• Illustrations in historical stories and sources.</li> <li>• Connections between causes and results.</li> <li>• Central issue.</li> </ul> <p><b>8.4.12-A</b> Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.</p> <ul style="list-style-type: none"> <li>• Political and Military Leaders.</li> <li>• Cultural and Commercial Leaders.</li> <li>• Innovators and Reformers.</li> </ul> <p><b>8.4.12-C</b> Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</p> <p><b>8.4.12-D</b> Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.</p> <ul style="list-style-type: none"> <li>• Domestic Instability.</li> <li>• Ethnic and Racial Relations.</li> <li>• Labor Relations.</li> <li>• Immigration and Migration.</li> <li>• Military Conflicts.</li> </ul>	
<p><b>ACTIVITIES:</b></p> <p>Construct a STATUS CHART listing all roles you currently fulfill and their reciprocals, i.e.</p> <p>Development of a chart comparing citizen's rights in several major countries.</p> <p>Chart the presidential election, complete platforms, and include political party and ethnicity of candidates.</p> <p>Student- teacher  Son - mother  Brother - brother</p> <p>List stress in fulfilling each assigned role.</p>	<p><b>ASSESSMENTS:</b></p> <p>Peer review of group presentations.</p> <p><b>REMEDIATION:</b></p> <p>"Re-teach"</p> <p><b>ENRICHMENT:</b></p> <p>Construct a ten-question quiz on theories of Marx</p>

Working in cooperative groups each group is assigned one of the following agents of socialization: the family, religion, the school, the mass media, and total institutions. Include specific examples and definitions. Groups will then present to the entire class.

**RESOURCES:**

Textbook

and Durkheim.

<b>COURSE: Sociology</b>	<b>GRADE(S): Eleven (11) and Twelve (12)</b>
<b>UNIT: Education</b>	<b>TIME FRAME: 3 weeks – 90 minute periods</b>

<b>NATIONAL STANDARDS:</b>  Community and Citizenship
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<p><b>STATE STANDARDS:</b></p> <p><b>5.1.12-B</b> Analyze the sources, purposes and functions of law.</p> <p><b>5.1.12-C</b> Evaluate the importance of the principles and ideals of civic life.</p> <p><b>5.1.12-G</b> Analyze and interpret the role of the United States Flag in civil disobedience and in patriotic activities.</p> <p><b>5.1.12-J</b> Analyze how the law promotes the common good and protects individual rights.</p> <p><b>5.2.12-B</b> Evaluate citizens' participation in government and civic life.</p> <p><b>5.2.12-C</b> Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.</p> <p><b>5.2.12-F</b> Evaluate how individual rights may conflict with or support the common good.</p> <p><b>5.3.12-I</b> Evaluate how and why government raises money to pay for its operations and services.</p> <p><b>5.4.12-A</b> Analyze the impact of international economic, technological and cultural developments on the government of the United States.</p> <p><b>8.1.12-C</b> Evaluate historical interpretation of events.</p> <ul style="list-style-type: none"> <li>• Impact of opinions on the perception of facts.</li> <li>• Issues and problems in the past.</li> <li>• Multiple points of view.</li> <li>• Illustrations in historical stories and sources.</li> <li>• Connections between causes and results.</li> <li>• Central issue.</li> </ul>	<p><b>UNIT OBJECTIVES: Students will be able to:</b></p> <p>Understand how testing and tracking have historically worked to the disadvantage of the poor and minorities.</p> <p>Compare and contrast some aspects of the different quality of education provided by various American private and public schools.</p> <p>Be aware of the issue of credentialism, why it has arisen, and some of the problems to which it contributes.</p> <p>Recognize some major problems in the U.S. schooling system such as discipline, academic passivity, dropping out, and declining academic achievement.</p> <p>Be familiar with the problem of functional illiteracy.</p>
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**8.3.12-A** Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.

- Political Leaders.
- Military Leaders.
- Cultural and Commercial Leaders.
- Innovators and Reformers.

**8.3.12-B** Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.

- Documents.
- 20<sup>th</sup> Century Writings and Communications.
- Historic Places.

**8.3.12-C** Evaluate how continuity and change has influenced United States history from 1890 to Present

- Belief Systems and Religions
- Commerce and Industry
- Innovations
- Politics
- Settlement Patterns
- Social Organization
- Transportation and Trade
- Women's Movement

**8.3.12-D** Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to Present

- Domestic Instability
- Ethnic and Racial Relations
- Labor Relations
- Immigration and Migration
- Military Conflicts

**8.4.12-C** Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.

<p><b>ACTIVITIES:</b></p> <p>ABC Video - Violence in the Nation's Schools.</p> <p>Social Survey Software- Who Learns? Does it Pay Off?</p> <p>Transparencies- T-65 Job Satisfaction and Education.</p> <p>Research whether cultures whit more highly regarded education systems have teachers unions.</p> <p><b>RESOURCES:</b></p> <p>Textbook</p>	<p><b>ASSESSMENTS:</b></p> <p>Quizzes Unit Test</p> <p><b>REMEDIATION:</b></p> <p>"Re-teach"</p> <p><b>ENRICHMENT:</b></p> <p>Supplemental Lecture Material</p> <p>"Why Teachers Don't Teach"</p>
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<b>COURSE: Sociology</b>	<b>GRADE(S): Eleven (11) and Twelve (12)</b>
<b>UNIT: Family</b>	<b>TIME FRAME: 3 Weeks – 90 minute periods</b>

<p><b>NATIONAL STANDARDS:</b></p> <p>Theoretical Analysis of the Family  Functions of the Family  Inequality in the Family  Transition and Problems in the Family  Alternative Family Forms  New Reproductive Techniques  Families of the 21<sup>st</sup> Century</p>
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<p><b>STATE STANDARDS:</b></p> <p><b>8.1.12-A</b> Evaluate chronological thinking.</p> <ul style="list-style-type: none"> <li>• Sequential order of historical narrative.</li> <li>• Continuity and change.</li> <li>• Context for events.</li> </ul> <p><b>8.1.12-B</b> Synthesize and evaluate historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of historical passages.</li> <li>• Data in historical and contemporary maps, graphs and tables.</li> <li>• Different historical perspectives.</li> <li>• Data presented in maps, graphs, and tables.</li> <li>• Visual data presented in historical evidence.</li> </ul> <p><b>8.1.12-C</b> Evaluate historical interpretation of events.</p> <ul style="list-style-type: none"> <li>• Impact of opinions on the perception of facts.</li> <li>• Issues and problems in the past.</li> <li>• Multiple points of view.</li> <li>• Illustrations in historical stories and sources.</li> <li>• Connections between causes and results.</li> <li>• Central issue.</li> </ul> <p><b>8.3.12-A</b> Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.</p> <ul style="list-style-type: none"> <li>• Political Leaders.</li> <li>• Military Leaders.</li> <li>• Cultural and Commercial Leaders.</li> <li>• Innovators and Reformers.</li> </ul>	<p><b>UNIT OBJECTIVES: Students will be able to:</b></p> <p>Be familiar with the primary social functions of the family.</p> <p>Recognize ways in which the family perpetuates various types of oppression and inequality.</p> <p>Be familiar with the advantages and disadvantages of basing spousal choice on romantic love.</p> <p>Be familiar with the distinction between real and ideal marriage.</p> <p>Understand what Jesse Bernard means by arguing that each union consists of two marriages: his and hers.</p> <p>Understand the primary reasons why the divorce rate in America is unusually high by any standards.</p> <p>Recognize which sorts of marital partners are most likely to divorce.</p>
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<p><b>8.3.12-C</b> Evaluate how continuity and change has influenced United States history from 1890 to Present</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions</li> <li>• Commerce and Industry</li> <li>• Innovations</li> <li>• Politics</li> <li>• Settlement Patterns</li> <li>• Social Organization</li> <li>• Transportation and Trade</li> <li>• Women's Movement</li> </ul> <p><b>8.3.12-D</b> Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to Present</p> <ul style="list-style-type: none"> <li>• Domestic Instability</li> <li>• Ethnic and Racial Relations</li> <li>• Labor Relations</li> <li>• Immigration and Migration</li> <li>• Military Conflicts</li> </ul> <p><b>8.4.12-C</b> Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</p>	
<p><b>ACTIVITIES:</b></p> <p>Lecture  Transparencies:  U.S. Family Income  Single-Person Household  Percent of Births to Unmarried Women</p> <p>Laser Disc: Chapter 43 Family  Complete handout- The Addicted Family System</p> <p><b>RESOURCES:</b></p> <p>Textbook</p>	<p><b>ASSESSMENTS:</b></p> <p>Create chart distinguishing between functional and dysfunctional family structures.</p> <p>Complete handout on birth order.</p> <p><b>REMEDIATION:</b></p> <p>"Re-teach"</p> <p><b>ENRICHMENT:</b></p> <p>Identify primary alternatives to traditional families and why are they currently gaining popularity in the United States.</p>



<b>COURSE: Sociology</b>	<b>GRADE(S): Eleven (11) and Twelve (12)</b>
<b>UNIT: Race and Ethnicity</b>	<b>TIME FRAME: 3 Weeks - 90 minute periods</b>

<p><b>NATIONAL STANDARDS:</b>  Citizenship and Communication  Identify prejudice, discrimination, cultural pluralism, cultural relativism, and assimilation.</p>
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<p><b>STATE STANDARDS:</b></p> <p><b>8.1.12-A</b> Evaluate chronological thinking</p> <ul style="list-style-type: none"> <li>• Sequential order of historical narrative</li> <li>• Continuity and change</li> <li>• Context for events</li> </ul> <p><b>8.1.12-B</b> Synthesize and evaluate historical sources</p> <ul style="list-style-type: none"> <li>• Literal meaning of historical passages</li> <li>• Data in historical and contemporary maps, graphs, and tables</li> <li>• Different historical perspectives</li> <li>• Data presented in maps, graphs, and tables</li> <li>• Visual data presented in historical evidence</li> </ul> <p><b>8.1.12-C</b> Evaluate historical interpretation of events</p> <ul style="list-style-type: none"> <li>• Impact of opinions on the perception of facts</li> <li>• Issues and problems in the past</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories and sources</li> <li>• Connections between causes and results</li> <li>• Author or source of historical narratives' points of view</li> <li>• Central issue</li> </ul> <p><b>8.3.12-A</b> Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present</p> <ul style="list-style-type: none"> <li>• Political Leaders</li> <li>• Military Leaders</li> <li>• Cultural and Commercial Leaders</li> <li>• Innovators and Reformers</li> </ul> <p><b>8.3.12-C</b> Evaluate how continuity and change has influenced United States history from 1890 to Present</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions</li> <li>• Commerce and Industry</li> <li>• Innovations</li> <li>• Politics</li> </ul>	<p><b>UNIT OBJECTIVES: Students will be able to:</b></p> <p>Understand the arguments for and against affirmative action.</p> <p>Be generally familiar with the social histories of major U.S. minority groups.</p> <p>Be familiar with the four patterns of minority-majority interaction outlined in the text.</p>
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- Settlement Patterns
- Social Organization
- Transportation and Trade
- Women's Movement

**8.3.12-D** Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to Present

- Domestic Instability
- Ethnic and Racial Relations
- Labor Relations
- Immigration and Migration
- Military Conflicts

**ACTIVITIES:**

Videotape- National Hate Test and Handout.

Read and Outline Chapters 13 and 14.

**RESOURCES:**

Textbook

**ASSESSMENTS:**

Questionnaire for National Hate Test

**REMEDATION:**

"Re-teach"

**ENRICHMENT:**

Interview one person from each ethnic group you can. Construct a questionnaire and have them answer. Present to class.