Summit Public Schools
Summit, New Jersey
Grade Level / Content Area: 11th and 12th Grade - Sociology
Length of Course: Half year course

Developed by
Wole Ogunkoya
August 2011
Summit High School
## Unit 1: The Sociological Perspective

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<th><strong>Standard 6.3</strong></th>
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<tr>
<td><strong>Active Citizenship in the 21st Century.</strong> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</td>
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<td><strong>21st-Century Life &amp; Career Skills:</strong> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</td>
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<th><strong>Big Ideas:</strong> <strong>Course Objectives / Content Statement(s)</strong></th>
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<tr>
<td>- Interpreting society through the lense of a Sociologist</td>
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<td>- Differences between Sociology and other social sciences</td>
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<td>- Various elements of a group</td>
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<td>- Ways in which societies in the world satisfy its peoples’ basic needs</td>
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<td>- Methods of social control in the US and the World</td>
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<td>- Classical and Operant Conditioning</td>
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<th><strong>Essential Questions</strong></th>
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<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
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<th><strong>Enduring Understandings</strong></th>
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<tr>
<td>What will students understand about the big ideas?</td>
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### What is the difference between Sociology and other Social Sciences?

Sociology is the **scientific** study of social/group patterns. It shares many similarities with many of the other social sciences such as psychology (which it’s often confused with), economics, history, anthropology, and political science. Each of these social sciences studies a specific aspect of society or individuals, whereas Sociology encompasses the whole, which is why it is an amalgamation of all of these social sciences.

Students will understand that it is a relatively new field of study, where it was created, when it was created, and why/how it was crafted/created in the first place.

### How and why do elements of a group differ from society to society?

Every society in the world has their own set of written and unwritten rules, desirable ways of behaving, positions assigned to us at birth or achieved through merit, and behaviors expected of us based on our status within society. In some societies men hold the primary position of raising the family and others it’s the women. In some societies monogamy is the norm and others it’s polygamy. In some societies people value cleanliness and others it’s not important at all.
What relationship do the five social institutions share with each other?

The specific differences between cultures around the world are not of much importance. Students will be able to understand why these differences exist, how they evolved, and how they affect the members of their society. Are their regional similarities among groups of people in the world? What societies in the world have vast differences within them? Why?

In every culture in the world regardless of size, location, technological advancement, there exist five social institutions: economic system, government, religion, family, and education. The institutions exist in different ways. In the US we have schools that are responsible for passing knowledge from one generation to the next. In other societies, schools don’t exist. The elders of a society through stories and anecdotes pass down knowledge from one generation to the next. Certain societies like the US have highly organized forms of government while others leave rules and regulations to the eldest members of a society. Regardless of how these things are practiced, they exist in every society in the world.

The purpose of these institutions is to satisfy the needs of a society. In order for a society to survive we need the institutions to complement each other. Families must teach their children the proper rules of society because governments and schools can only run efficiently if people abide by laws and rules. In order for schools to functions at their highest level, they need government assistance in the form of resources. If the institutions do not exist, then society will not be able to function.

There are times when the institutions come into conflict with each other. Certain religious groups do not believe in abortion but certain governments allow people to engage in this. If a company exhibits monopolistic tendencies, then the government will intervene to halt these
**What are ways in which a society teaches its citizens to follow its norms?**

In order for a society to be cohesive it is important to minimize these conflicts. Society sets up norms of all different levels. Some are minor such as take a shower each day, brush your teeth in the morning, wear shoes when you leave the house and so on. Some are major such as do not steal, wear your seatbelt, do not speed, and do not commit murder. The biggest goal of society is for people to CONFORM to these norms. If people didn’t, then society would be unpredictable and very chaotic. Students will understand that in order to make people do this, society practices social control. People are controlled through rewards and punishments – sanctions. Sanctions can be a minor as receiving money for doing well on a test or receiving a medal of honor for valor in a battle. They can also be receiving a stern look of disapproval from a teacher for talking in class or jail sentence for committing a crime. Regardless of what the sanction is, its goals are the same: conformity of all individuals.

What’s interesting though is that the type of sanctions used in different societies in the world tells you a lot about that culture. Certain societies cut off one’s hand for stealing. Some societies punish people with a fine for the same offense. By taking a look at different examples of sanctions will give students good insight to the cultural mentalities of different places around the world.

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<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
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<tr>
<td>Students will:</td>
<td>Instructional Focus: 3 weeks</td>
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<tr>
<td><strong>NJCCS: (2009)</strong></td>
<td>A. Intro to Sociology and the</td>
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<td>6.3.12.D.1</td>
<td>B. Elements of a group (norms,</td>
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<td></td>
<td>roles, status, social ranking)</td>
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<td></td>
<td>C. Social Institutions</td>
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<td>D. Social Control and Conditioning (classical and operant)</td>
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<td><strong>Sample Assessments:</strong></td>
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<td></td>
<td>1. Essay Question: Write an essay in</td>
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which you describe the four criteria of the sociological perspective. Be able to choose an event and apply the 4 criteria to this event

2. In class group activity: Choose any group (family, a team, band, government group) and apply the elements of a group to it. What are the norms, values, roles, status symbols, social ranking, role relationships, and role conflict in the group?

3. Find a current newspaper article or internet magazine story that describes a conflict between 2 of the 5 social institutions

4. Essay question: What is the difference between classical and operant conditioning? Give 2 examples of operant conditioning.

**Instructional Strategies:**

**Interdisciplinary Connections**
- Excerpts from “The Elephant Story” to see the differences among the social sciences
- Excerpts from Black Like Me written by John Howard Griffin
- Analyze the scientific experiments of B.F. Skinner, Ivan Pavlov and John Watson to understand classical conditioning

**Technological Integration**
- Students will begin to use the Portal website to gather notes and post comments to various discussion topics

**Media Literacy Integration**
- Taboo video on norms revolving around marriage in Togo (polygamy)
- Video on public shaming/punishments in Houston, Texas

**Global Perspectives**
- Dating Norms: analysis of how norms revolving around dating differ in 6 different countries around the
- Compare Megan’s Law with public shaming techniques used in Japan and other societies
- Analyze and compare the differences in the family structures in Indonesia and the US
**Unit 2: Scientific Research**

**Standard 6.3**

**Active Citizenship in the 21st Century.** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Standard 9.1**

**21st-Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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<th>Big Ideas: Course Objectives / Content Statement(s)</th>
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<td>- The use of the scientific method in Sociology and its application to several sociological experiments</td>
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<td>- The past, current, and future causes of suicide in the US and abroad</td>
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<td>- The psychological effect of the environment in terms of making relatively “normal” people do negative things that they generally wouldn’t do</td>
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<tr>
<td>- The simplistic reasons for why people join cults and the implications cults express about our society</td>
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<td>- When and why surveys are used and how to generate an accurate one</td>
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<th>Essential Questions</th>
<th>Enduring Understandings</th>
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<td><strong>What is the reason for why Sociologists use the scientific method when conducting research?</strong></td>
<td><strong>What will students understand about the big ideas?</strong></td>
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<tr>
<td>When conducting sociological research one must avoid personal bias in affecting the results on an experiment. In order to get valid and accurate conclusion and deal with facts that can be proven, it is imperative that sociologists use the scientific method when conducting experiments.</td>
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<td>By using the scientific method, one is able to formulate dependent and independent variables and a hypothesis. One’s hypothesis (educated guess) may end up actually being correct or it might be incorrect. In order to find out, one must collect data. This can be done through several different methods such as a survey, participant observation, secondary research, and so on. The method for collecting data is based on what you’re researching. There are positives and negatives with each of these different methods. Once data has been collected, it is important to analyze the data for patterns and clues. Once this has been completed, it’s now time to formulate a theory/conclusion. By doing this all of this one will have an accurate conclusion to what</td>
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How does the environment and other social factors affect the behavior of people in negative ways?

What motivates relatively “normal” people to commit crimes or other heinous acts that they claim they wouldn’t normally do in their regular lives? Two specific experiments done in 1961 and 1971 respectively will help students understand the negative potential of human nature – the Milgram study and the Stanford Prison Experiment.

In the Milgram study, fake authority figures (actors who pretended to be Yale scientists) gave orders to subjects (real people, not actors) to shock another person (actor, accomplice of Milgram) who was in an adjacent room but couldn’t be seen by the subject, but was heard. The experiment would affectively place the subjects in a moral dilemma: do I listen to the authority figure who is telling me to shock this person who is screaming in pain in the other room OR do I listen to this person’s screams and disobey the authority figure and stop?

In the Stanford Prison Experiment, 22 volunteers were chosen to participate in a mock prison study. Half of the volunteers were chosen to be inmates and the other 11 guards. The 11 chosen to be guards over the course of the experiment started to internalize their new persona and started to act sadistic.

Students will understand that there are social psychological factors, in Milgram the authority figure and Zimbardo the prison, that cause “normal” people to do things that they generally wouldn’t do in their own lives. They will understand that “evil” is not always innate but can be enhanced or created by one’s environment.
What does membership to cults tell us about what people are looking and more importantly about society?

When people hear the word cult or think about it, negative thoughts and images are the first thing to come to mind. In the 1960s, psychologist John Lofland infiltrated a cult based out of San Francisco and discovered that our misconceptions about these organizations and the people who join them are way off.

What students will learn from this are the factors for why people join cults in the first place. They will learn that there are predispositional and situational factors such as looking for a religion, upset with one’s present religion, at a turning point in one’s life, broken/severed ties with family and friends, and meeting a cult member that draw people to joining these organizational. These people were at a point in their lives where the appeal of joining a cult made sense.

The cults of the last 30-35 years such as the People’s Temple, Heaven’s Gate, and Branch Davidian have ended in catastrophic ways, which adds to the negative aura of cults. What these 3 have in common is that a maniacal leader who used his charismatic abilities for negative things led them each.

Students will understand that on a larger scale, cults show us the needs that traditional society wasn’t fulfilling for these people. They will also learn that completely “normal” and “sane” individuals don’t join cults – they join interesting groups that provide stability, order, friendship, an identity, and personal insight. They only become “cults” when they become defective, dangerous, and deceptive.

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<td>A. Intro to the Scientific Method – each of its 6 steps</td>
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<td>B. Different methods for collecting data</td>
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<td></td>
<td>C. Application of Scientific Method to Emile Durkheim’s suicide experiment, Stanley Milgram’s obedience to authority experiment,</td>
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and Phillip Zimbardo's Stanford Prison Experiment
D. John Lofland’s 1960s cult experiment – conclusions on why people join them – criteria of a cult
E. Analysis of several cults from the past forty years
F. Components of a survey – methods for creating effective ones

Sample Assessments:
1. Apply in written form the 5 steps of the scientific method to Durkheim’s suicide study and John Lofland’s cult study
2. Essay question: Write an essay that distinguishes between a religion and a cult. What are differences between these two?
3. Class activity: Based on the different components of creating a survey, create a survey that revolves around an issue that SHS students face. Decide how you will achieve your sample and what type of questions you’ll ask.
4. Test that asks students to define different methods of collecting data and apply specific steps of the scientific method to the Durkheim, Milgram, Zimbardo, and Hawthorne experiments.
5. In class Jigsaw activity: Using Milgam’s book Obedience to Authority, students will read and analyze one of Milgram’s 20 variations of his study and then teach that to other students in the class

Instructional Strategies:
Interdisciplinary Connections
- Read excerpts from Hannah Arendt’s book Eichmann in Jerusalem – what parallels are seen in the book and Milgram’s experiment?

Technological Integration
- Students will use the SHS Portal to post comments on whether Emile Durkheim would classify Sara
<table>
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<th>Hunicutt’s anorexia as a form of suicide</th>
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**Media Literacy Integration**
- Watch CNN.com clips of recent cases of teen suicide – are recent causes of suicide similar to ones discovered by Durkheim?
- Video: 2007 ABC Primetime special on recent enactment of the Milgram study – were the results similar to the original version of 2007?

**Global Perspectives**
- Watch parts of the documentary “Ghosts of Abu Ghraib” – how is what happened in this prison similar or different to the Stanford Prison Experiment?
- Analyze suicide rates in France and Germany – how do Durkheim’s findings explain levels of suicide for Protestants and Catholics in these 2 countries?
Unit 3: Culture

Standard 6.3
Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Standard 9.1
21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Big Ideas: Course Objectives / Content Statement(s)
- What is culture and what are some common aspects and examples of it?
- Impacts of culture on behavior
- Cultural Relativity vs. Ethnocentrism
- Process of Acculturation
- Cultural Change
- Elements of culture

Essential Questions: Course Objectives / Content Statement(s)
What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings: Course Objectives / Content Statement(s)
What will students understand about the big ideas?

What is the role that culture plays in our daily lives?
Depending on where you are born your thought process and mentality are going to be heavily influenced by your culture. Culture is defined as a group’s way of life – its knowledge, customs, values, beliefs, and material creations – a society’s manmade environment. The most important word in this definition is “manmade” – which implies that culture is totally made-up but evolves over time.

Besides being able to see clear examples of American culture in their lives (and being able to identify specific cultural traits of other places around the world) students will able to look at how they dress, what they eat, how they think, and what they believe in and understand how all of these things are completely dictated by their culture. They will understand that without them even realizing culture has had a huge impact on their behavior. This realization will help them understand why people in the US act the way that they do and why people in other areas of the world believe in their views and act in the way that they act.
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<tr>
<th>What are the elements of culture and how are they seen in every culture around the world?</th>
<th>Every culture has its own set of norms, values, symbols, language, and beliefs about time and space. These 6 things are known as the elements of culture. Students will research different cultures from North America, South America, Asia, Africa, and Oceania and analyze the different elements of culture that exist within these groups. What is interesting about these vastly different cultures is that they share cultural universals. Cultural universals are general traits that exist in every culture in the world. Every culture has some type of family structure. One society might have a patrilineal structure and another might have a matrilineal structure. Every culture believes in food but one culture might eat rat as a delicacy while others might have chocolate truffles. Students will understand that the reason why cultural universals exist is because the one thing every member of every culture in the world shares is the same biology. Every human gets sick, therefore some culture like many western ones believe in medicine while others don’t believe in a germ theory but rather sickness is due to spirits. Every person will eventually pass away so therefore funeral rites exist in every society. Some societies believe in cremation while others believe in burial a few days after death. By analyzing cultural universals, students will see that cultures of the world are too different from each other at times.</th>
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<td>Is it right to judge a cultural practice that we don’t believe as right or wrong?</td>
<td>We often hear stories about cultural practices around the world that shock and appall us. We hear about people in different parts of the world eating live octopus, snake blood, and so on. Is it right to conclude that these practices are wrong or right? What students will understand is that sociologists can’t judge or grade cultural practices as right or wrong. This is the concept of cultural relativity. Cultural</td>
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Is culture stagnant or an ever-evolving organism?

practices have to be based on the functions they perform. Students will learn how the idea of “it’s not wrong, it’s just different” explains the idea of cultural relativity.

We think that Koreans eating live octopus is weird but how many people across the world believe that eating hamburgers is a weird concept. Koreans believe that the octopus provides them with strength. In Singapore worshippers once a year inflict heavy pain on themselves in order to imitate the pain that Christ felt when crucified, similar to devout Catholics in Italy during the Renaissance. As a sociologist, students will understand that they can’t look at this ritual as weird but rather they need to understand WHY it’s done – by doing this, it helps understand their culture and their beliefs.

If you look at not only our society but also many societies around the world during the last sixty years you will see that their cultures have changed immensely. Students will not only understand that cultures are always evolving but they will also understand how they evolve. Cultures change due to new inventions, new discoveries, and the diffusion of ideas from one culture to another. Due to technological advances of the last sixty years, we have seen rapid changes in American culture. Also because of these advances, we have seen ideas created in the US spread to other areas of the world, which in turn has drastically changed those cultures. This is diffusion. Students will be able to look at our culture from the last ten years and deduce in what ways it has changed and why.

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<td></td>
<td>A.  What is culture?  The 4 impacts of culture on behavior?</td>
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<td></td>
<td>B.  Elements of culture</td>
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<td></td>
<td>C. Analysis of Yanomamo of Brazil and Padang of Burma</td>
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<td>D. Cultures of World</td>
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<td></td>
<td>E. Cultural relativity vs. Ethnocentrism</td>
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<td></td>
<td>F. American Subcultures – cultural</td>
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G. Acculturation and Cultural Change

Sample Assessments:
1. I-movie or PowerPoint: Students will be assigned a culture of the world and create either a PowerPoint or I-movie based on their culture.
2. Essay question: Apply the 4 impacts of culture to your life. How have each of these 4 aspects played a role in how you act and view the world?
3. Jigsaw: Students will be assigned one of three possible American subcultures (Hasidic Jews, The Amish, or Rastafarians) – they will research the different elements of culture for each group and teach their groups to other students in the class.
4. Portal assignment: Students will “Culture of Cheating” article and post comments of the SHS portal.
5. Test: Students will take a unit test that will assess their knowledge of the different information learned in this unit.
6. Activity: Choose yourself (if applicable), a relative, or a made-up person and apply the process of acculturation to this person.

Instructional Strategies:

Interdisciplinary Connections
- Students will read stories on Pakistan’s Zina ordinance and Nepal’s strict laws on abortion and stillborn babies.
- Students will read the “Tjapaltjari Story” – they will deduce examples of ethnocentrism and cultural relativity from the reading.

Technological Integration
- Students will use either Keynote, Microsoft PowerPoint, or I-Movie to construct a project based on an indigenous culture from the world.
### Media Literacy Integration
- **Video:** Students will watch portions of “Taboo” on Sacred Religious Rituals done in the Philippines and Delicacies deemed “weird” and “extreme” in the US
- **Movie:** Students will watch “The Namesake” in order to understand what happens to people who feel stuck between 2 cultures
- **Movie:** Students will watch “Gran Torino” in order to understand how 2 seemingly different cultures actually share many cultural similarities

### Global Perspectives
- Students will analyze how different colors are used to symbolize different ideas around the world
- Read stories on FGM performed in parts of Africa and the Middle East – apply to ideas of cultural relativity
- Analyze the difference in the role of women in Western cultures vs. Middle Eastern cultures
# Unit 4: The Socialization Process

## Standard 6.3

**Active Citizenship in the 21st Century.** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

## Standard 9.1

**21st-Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

## Big Ideas: Course Objectives / Content Statement(s)

- What is the process of Socialization?
- Early childhood Socialization
- Cases of Isolated Children
- Gender Socialization
- Socialization during adolescence
- Nature vs. Nurture
- Theories of Socialization
- Agents of Socialization
- Resocialization

## Essential Questions

**What provocative questions will foster inquiry, understanding, and transfer of learning?**

**Why do human need to be socialized and not animals?**

Socialization is defined, as the process in which people learn how to function in society. During this process, which starts while in the womb and essentially never ends, we learn all the skills, mental, social, and emotional that are necessary to be functioning people in society.

Students will learn that humans need to go through this process because humans lack something that animals are born with: instincts. Birds instinctively know to fly south when the climate gets cold. Birds have in their DNA the knowledge of how to build a nest. You can’t leave a newborn child by itself and expect the child to grown into a normal person.

Students will read cases of children who were isolated (not socialized) from birth to their later years of childhood in order to see and understand what happens to humans when they don’t go through the socialization process.
| What is the difference between sex and gender? | Sex and gender are two terms that people believe are interchangeable but they are in fact not. One’s sex means the biological differences between men and women. It refers to the differences in sexual organs and so on. Gender refers to the socially constructed differences between men and women. Gender is the LEARNED differences between men and women. In essence sex is nature (biological) and gender is nurture (learned).

What are the implications of this? Students will understand that part of the socialization process is learning what are the correct behaviors to do based on your sex. They will see that what is often looked upon and natural behaviors and tendencies of men and women are in fact learned behaviors. What is the proof of this? Students will analyze gender roles from different cultures around the world in order to see that gender roles vary from one society to the next. If gender roles were in fact biological, then wouldn’t every man in the world act the same? Based off of these readings, students will be able to look at their own personalities and tendencies in order to understand that they are a combination of their biology and environment. Students will also analyze the case of David Reimer – a Canadian boy who due to a botched circumcision at the age of 18 months old, his parents decided to raise him as a girl because they believed and were told that one’s gender identity is learned. Students will see what eventually happened to David and he got older. |
| What plays a greater role in our development: nature or nurture? | Students will spend a significant amount of time looking at what contributes more to our development as people: nature or nurture. Nature refers to everything that is biological about us. Nurture refers to everything that we learn through the process of Socialization. When reading about this, students will read cases of identical twins that were separated at birth, raised apart, and eventually found each other when they got older. They will see that in many of these cases, the twins often share many similarities, |
What does it mean to be resocialized and what examples exist showing this process?

From the moment we are born our parents, our peers, school, mass media, and so on socialize us. By the time we become adults we already have our beliefs, personality, and values strongly embedded in us. Is it possible to resocialize humans? Is it possible to take everything that one has learned and teach them completely new ideas?

Students will read about total institutions such as mental hospitals, cults, and prisons that try to resocialize people. We will spend some time studying the case of Patty Hearst to see how her story revolves around the issue of resocialization. We will spend a good chunk of time analyzing the prison system in the US.

Prisons set out to take convicts and rehabilitate (resocialize) them so that when they leave prison they are better citizens than when they entered. Students will analyze the reasons for why this is often not the case in many prisons. They will be able to deduce the problems with America’s prison system that often contributes to inmates becoming worse in prison.

### Areas of Focus: Proficiencies (Cumulative Progress Indicators)


### Examples, Outcomes, Assessments

**Instructional Focus: 5 ½ weeks**

A. What is Socialization?
B. Early Childhood Socialization – various experiments done on infants (Harlow, Salk, Spock)
C. Cases of Feral Children (Anna, Isabelle, Genie, Rebecca Holmes)
D. Gender Socialization – Lenore Weitzman
E. Socialization during Adolescence
F. Nature vs. Nurture – studies done on Identical twins reared apart
G. Theories on Nature vs. Nurture (Freud, Cooley, and Mead)
H. Agents of Socialization (parents, peers, media, school)
I. Resocialization (Patty Hearst, prisons)

Sample Assessments:
1. Part 1 Test: Students will be assessed on their knowledge of Early Childhood socialization, gender socialization, socialization of adolescence, and cases of isolated girls
2. Isolated Chart: Students will read the stories of Rebecca Holmes, Anna, and Isabelle and deduce the physical, mental, emotional, and social effects of their isolation
3. In class activity: Students will work in groups to read and analyze aspects of Early Childhood Socialization – they will read the works of Lee Salk, Harry Harlow, and Benjamin Spock – they will also learn about the onset of separation anxiety and when children start to learn gender norms
4. Essay: Students will write an essay that distinguishes between the differences in adolescence in a literate society vs. a non-literate society
5. Jigsaw: Students will be assigned 1 of 4 theories on socialization – read and analyze the theory and then teach it to other students in the class
6. Edith Stern assignment: Students will read the story of child genius Stern and apply the theories of socialization to her upbringing
7. Part 2 Test: Students will be assessed on their knowledge of Nature vs. nurture, theories of socialization, agents of socialization, and resocialization.
8. Essay: Students will write and explain what are the reasons for why
America’s prison system makes inmates worse after they leave it.

**Instructional Strategies:**

**Interdisciplinary Connections**
- Students will read a case study that explains the origin of the “Stockholm syndrome” – key insights into the process of resocialization
- Students will read Lois Gould’s “Baby X” story – implications of raising a child in a gender free environment

**Technological Integration**
- Using various websites geared toward children, students will research examples of gender stereotypes seen through e-commerce on such things like clothing, toys, games, costumes, and so on

**Media Literacy Integration**
- Video: Students will watch a 20/20 clip on the idea of boys and girls showing emotion – are girls naturally more emotional or is that in fact learned?
- Video: BBC video on the development of children’s self-concept particularly when it comes to their understanding of social class, gender, and race
- Video: Phil Donahue video on the differences between nature and nurture
- Video: National Geographic video “Prison Nation” – highlights the negatives of America’s prison system

**Global Perspectives**
- Students will analyze the research of Margaret Mead to see differences in gender roles among different tribes of people across the world
- Video: Taboo video on rites of passage and initiation rites for Fulani boys and girls in West Africa and Inhobe boys in Brazil
### Standard 6.3

**Active Citizenship in the 21st Century.** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

### Standard 9.1

**21st-Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

### Big Ideas: Course Objectives / Content Statement(s)

- **Types of Group Interaction**
- **Different types of groups that exist in our lives**
- **Ways to get into groups and how we distinguish them from each other**

### Essential Questions

**What provocative questions will foster inquiry, understanding, and transfer of learning?**

**Why is group interaction so important to human being?**

### Enduring Understandings

What will students understand about the big ideas?

Student will understand that in order for human to survive and function in society, they need to interact in groups. Students will start to see the connections from previous units on the importance of group interaction. In Unit 2 students read about a study that Emile Durkheim conducted on the factors that lead to suicide. In that study Durkheim concluded that suicide is related to the LINKS people have with social groups. He defined altruistic suicide as a form of suicide where people are too committed to a group. They are so committed that they put the will of the group above their own lives—kamikaze pilots fit into this. He also defined egoistic suicide as a form of suicide where people don’t have strong ties to a social group. This is seen more in loners and people with a lack of friends. In both cases we see that one’s relationship with groups played a heavy role in their personality.

Students will also look at the cases of the isolated girls from Unit 4. They will see that these children had almost none to very minimal interaction with any groups. The effects of this were seen in them once they were released from captivity. In conclusion, if one is to survive in society, group interaction is essential.
When people interact in groups what are the possible ways this can happen and what are the ramifications?

Group survival is extremely important for human development. Once in groups people interact with each other in a series of ways depending on the goals of the group. Groups can cooperate with each other, which occurs when a group comes together to achieve a task such as rebuilding houses that have been affected by a natural disaster. There’s also social exchange, which is when a group comes together to achieve a task but with expecting some type of compensation for it. Students will be able to distinguish between these seemingly similar methods of interaction.

Other forms of interaction that students will understand are conflict and conformity. Conflict occurs when a group comes together to defeat an opponent or cause. When hearing the word “conflict” negative thoughts often come to mind. People of think of wars and other violent things. Students will understand that conflict can be a positive as well when it brings a group together to fight for an unfair cause or predicament such as the Women’s Rights Movement or the Civil Rights Movement.

There can be problems with certain types of interaction. By simulating the famous 1970s Asch Conformity Experiment, students will see the negatives of conformity – a type of interaction that occurs when people follow the will of the group. Students will understand that people sometimes tend to act differently in a group setting than they would act individually. Sometimes they are persuaded to do things that are out of their normal behavior. This type of behavior is seen through conformity. Students will analyze positive and negative examples of this.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)

| 6.3.12.D.1 |

Examples, Outcomes, Assessments

Instructional Focus: 1 ½ weeks

A. Six different types of groups
B. Boundaries – Symbolic and territorial
C. Types of Social Interaction
D. Leadership styles – their effect on groups

Sample Assessments:
1. In-class Activity: After understanding the differences between social category, social aggregate, and a group, students will be able to take examples and identify which are examples of these 3 terms
2. Identification: After learning about different types of boundaries, students will be assessed on their ability to identify both symbolic and territorial boundaries in SHS and Summit

Instructional Strategies:

Interdisciplinary Connections
- Students will participate and analyze Solomon Asch’s conformity experiment

Technological Integration
- Students will various websites to watch the original version of the Asch Conformity Experiment – they will then comment on the experiment on the Portal website

Media Literacy Integration
- Video: John Stossel 20/20 video on the positives and negatives of the in-group phenomena in the US
- Video: Students will watch “The Wave” and deduce how it shows examples of Group Dynamics

Global Perspectives
- Students will read about how citizens in Japan have come together to use public shunning as a means of deterring violence (conflict)
Texts – Corresponding Pages

All units:
- Sociology: The Search for Social Patterns (SSP)
- Sociology and You (SAY)

Unit 1 – The Sociological Perspective
- SSP: Pages 4 – 23

Unit 2 – Scientific Research
- SAY: Pages 37-45, 52, 56-61, 188-189
- SSP” Pages 29 - 51

Unit 3 - Culture
- SAY: Pages 77 – 102, 570-1
- SSP: Pages 53 – 81

Unit 4 - Socialization
- SAY: All of Chapter 4
- SSP: Pages 83 – 94, 98 – 115

Unit 5 – Group Behavior and Group Dynamics
- SAY: Pages 172 - 179
- SSP: Pages 119 - 132
Vocabulary and Concepts

Unit 1 – The Sociological Perspective

People
Auguste Comte
John Watson
Ivan Pavlov
B.F. Skinner (Skinner Box)

Terms
Sociology
Cultural Anthropology
Norms
- Folkways
- Mores
- Taboos
Values
Social Ranking (4 criteria – education, money, power, prestige)
Status
- Ascribed
- Achieved
Role
Role conflict
Role Relationship
Non-literate society
Literate society
Sociological Perspective
- Social Patterns
- Social characteristics
- Social Interaction
- Groups
Sanctions
- Positive
- Negative
- Informal
- Formal
- (Understand the different combinations of each also)
Conformity
Social Control
External Social Control
Internal Social Control (Social conscience)
5 Social Institutions
Conditioned Behavior
- Classical conditioning
- Operant Conditioning
Stimulus
Concepts

What is Sociology?
Difference between Sociology and other social sciences
Sociological Perspective
Elements of a group (norms, values, roles, statuses
  - Identify each element
  - Give Examples in American society
Social Control
  - Methods Used
  - Objective?
  - Experiments on Conditioned Behavior
Unit 2 – Scientific Research

Terms

Hypothesis
Scientific Method
Altruistic Suicide
Egoistic Suicide
Anomic Suicide
Dependent Variable
Independent Variable

Verification Process
- Validity – Step 6
- Reliability – Step 6

Hawthorne Effect
Random Sampling
Informed Consent Policy
Population
Skewed Question
Close-ended question
Open-ended question
Sample
Stratified random sampling
Questionnaire
Interview
Margin of error
Representative population
Hawthorne effect

Methods of Observation

Secondary Research
Participant Observation
Survey
Control and experimental Groups
Laboratory Method (lab-lab and lab-field)

Names/Groups

Stanley Milgram – obedience to authority
Emile Durkheim - Suicide
Philip Zimbardo – prison experiment
Karen Dion
John Lofland
People’s Temple
Branch Davidian
Heaven’s Gate
Unification Church

Concepts

Know the 6 Steps of the scientific method (Step 1 through 6)
- Explain each step
- Apply steps to experiments

Comparison of Methods of collecting data
- Know the Advantages and disadvantages of each method (refer to notes)
Lofland’s 7 predispositional and situational factors that cause people to join cults
The Seven criteria that define cults
Unit 3 - Culture

Terms
Norms – be able to distinguish the difference between these
- Folkways
- Taboos
- Mores
- Laws
Values
Zina Ordinance
Symbols
Sapir-Whorf experiment
Cultural integration
Cultural Universals
Material culture
Nonmaterial culture
Real culture
Ideal culture
Sanctions
- Formal sanction
- Informal sanction
Tjapaltjari – Australian aborigine
Ethnocentrism
Cultural Relativity
Subcultures
Countercultures
5 Social institutions

Concepts
4 impacts of culture on Behavior - notes
American subcultures – Amish, Hasidic Jews, Rastafarians
Elements of culture – language, norms, values, symbols, time, space
Cultural practices of Pakistan, Nepal, and Thailand – women issues
4 stages of acculturation
3 reasons for how cultures change
Unit 4 - Socialization

People

Harry Harlow
Lee Salk
Ivan Pavlov
Isabelle
Anna
Rebecca Holmes
Genie
Lenore Weitzman
Dr. Benjamin Spock
Behaviorists
John Watson
B.F. Skinner
Charles Cooley
Patty Hearst
Edith Stern
Sigmund Freud – id, ego, superego
George Herbert Mead

Terms

Separation Anxiety
Sex Roles
Gender identity – gender socialization
Rites of Passage
Stimulus
Socialization
Instincts
Drives
Nature
Nurture
Reflexes
Infant identification
Biological determinism
Adolescence
Childhood Isolation
Imitation stage
Game Stage
Play Stage
Psychoanalysis
Free association
Id, Ego, Superego
Subliminal messages
Conditioning
  - Operant
  - Classical
Desocialization
Resocialization
Significant other
Looking glass self
Peer group
Hidden curriculum
Scared Straight
Total institution

Experiments
Harlow – Rhesus Monkeys
Salk – Heartbeat
Benjamin Spock – 2 months? 5 months?

Concepts
Early Childhood Isolation – importance of mother, security
Sex Role Socialization
Effects of Childhood Isolation
Socialization during Adolescence
Theories of Socialization – Cooley, behaviorists, Freud, and Mead
Agents of Socialization – T.V., school, parents, commercials, peers
Validity of Prison
Nature vs. Nurture
Unit 5 – Group Behavior and Group Dynamics

Terms

In group
Out group
Reference group
Self help group
Primary group
Secondary group
Boundaries
   - Territorial
   - Symbolic
Initiation Rites
Social Aggregate
Social category
Social network

Concepts

Characteristics and functions of primary and secondary groups
Self-help groups located in the Greater Summit Area
Analysis of the different groups in your life and the effect of each group