

Pine Hill Public Schools Curriculum

Content Area:	Social Studies		
Course Title/ Grade Level:	Sociology/ Grade 11/12		
Unit 1:	Culture and Social Structure	Month:	September/October
Unit 2:	The Individual in Society	Month:	November/December/January
Unit 3:	Social Inequality	Month:	February/March/April
Unit 4:	Social Institutions	Month:	April/May/June
Date Created or Revised:	Spring 2012		
BOE Approval Date:	8/28/12		

**Pine Hill Public Schools
Curriculum**

Unit Title: Culture and Social Structure		Unit #: 1
Course or Grade Level: Sociology 11/12		Length of Time: 6 weeks
Pacing	1 week Sociology and Sociologists, 2 week cultural diversity, 2 weeks cultural conformity and adaptation, 2 weeks social structure.	
Essential Questions	<ul style="list-style-type: none"> • How did Sociology Develop as a field of study? • How do the various components of culture shape one's society? • What are the basic values that form the foundation of American culture? • How do we judge different cultures using their standards? 	
Content	<ul style="list-style-type: none"> • Sociological Imagination <ol style="list-style-type: none"> 1. What is Sociology and what is the Sociological Imagination? 2. What are the three main theoretical perspectives in Sociology? • Cultural Diversity <ol style="list-style-type: none"> 1. What is the meaning of the term culture? 2. What are the basic components of culture? 3. How does cultural variation affect the study of Sociology? • Cultural Conformity <ol style="list-style-type: none"> 1. What are norms? 2. How are norms enforced? 3. How do statuses and roles affect human interaction? • Social Structure <ol style="list-style-type: none"> 1. How do bureaucracies affect our working and personal lives? 2. What are the two major components of social structure? 3. What are the most common types of social interaction? 	
Skills	<ul style="list-style-type: none"> • Analyzing Case Studies • Graphic Organizers for organizing information into categories. • Analyzing primary source documents for first-hand accounts. • Critical thinking skills during classroom discussion and debate. • Interpreting graphs and charts • Working in groups. • Planning presentations. 	
Assessments	<ul style="list-style-type: none"> • Chapter review activities • Chapter Tests • Homework check and review • Classroom discussion • Graphic Organizer Review 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • PowerPoint for visual learners. • Group work • Discussion • Vocabulary lists for slower writers. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Financial Literacy when discussing the economic differences between different societies and groups within the same society. • Mathematics when using percentages and figures from charts and graphs. • Language Arts with writing assignments 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Textbook: Holt Sociology 2003 • Internet resources and videos • News Articles and Current Events • Primary Source Documents. 	

2009 NJCCCS

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.

Strand(s): A. Civics, Government, and Human Rights; B. Geography, People and the Environment; D. History, Culture, and Perspectives

Content Statement(s): Active citizens in the 21st century:

- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
- Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
- Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
- Critically analyze information, make ethical judgments, and responsibly address controversial issues.
- Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
- Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
- Take actions that result in a more just and equitable society.

CPI # / CPI(s):

6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

6.3.12.B.1 Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

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.

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools
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Unit Title: The Individual in Society		Unit #: 2
Course or Grade Level: Sociology 11/12		Length of Time: 8 Weeks
Pacing	Personality Development 2 weeks, Social Self and Agents of Socialization 1 week, Adolescence and Dating 1 week, Adulthood 2 weeks, Deviance 2 weeks	
Essential Questions	<ul style="list-style-type: none"> • What is nature v. nurture? • What is adolescence? • How are the different stages of adult life classified? • What is deviance? • What is the argument of Nature v. Nurture? 	
Content	<ul style="list-style-type: none"> • Personality Development <ol style="list-style-type: none"> 1. What is the meaning of the argument between nature and nurture? 2. How does isolation affect childhood development? (Feral Children) 3. How does a person's sense of self emerge? 4. What are the most important agents of socialization? • Adolescence and Dating <ol style="list-style-type: none"> 1. How did adolescence develop as a distinct life stage in America? 2. What are the five general characteristics of adolescence? 3. How did dating develop in the United States? 4. How do sexual activity and drug use affect adolescents? 5. What are the motivating factors behind teenage suicide? • Adulthood <ol style="list-style-type: none"> 1. What is Daniel Levinson's theory of adult male development? 2. What are the stages of adult female development? 3. How has the labor force in the United States Changed? 4. How has the composition of the labor force in the United States changed? 5. What are the issues that affect older Americans? • Deviance <ol style="list-style-type: none"> 1. What are the nature and social functions of deviance? 2. What are the characteristics of the American criminal justice system? 3. What are the four functions of corrections? 	
Skills	<ul style="list-style-type: none"> • Analyzing Case Studies • Graphic Organizers for organizing information into categories. • Analyzing primary source documents for first-hand accounts. • Critical thinking skills during classroom discussion and debate. • Interpreting graphs and charts • Working in groups. • Planning presentations 	
Assessments	<ul style="list-style-type: none"> • Chapter review activities • Chapter Tests • Homework check and review • Classroom discussion • Graphic organizer review • Alzheimer's Disease Project (Effect on Family) 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • PowerPoint for visual learners. • Group work • Discussion • Vocabulary lists for slower writers. 	

Inter-disciplinary Connections	<ul style="list-style-type: none"> • Financial Literacy when talking about the responsibilities of adulthood and the professional world. • Mathematics when interpreting charts and graphs. • Language arts when writing about current events. 						
Lesson resources / Activities	<ul style="list-style-type: none"> • Textbook: Holt Sociology 2003 • Internet resources and videos • News Articles and Current Events • Case Study Alzheimer’s Disease • Movie “Juno” 						
2009 NJCCCS							
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	Global Awareness		Financial, Economic, Business, and Entrepreneurial		Civic Literacy		Health Literacy

			Literacy				
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
			ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
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Unit Title: The Individual in Society		Unit #: 3
Course or Grade Level: Sociology 11/12		Length of Time: 7 weeks
Pacing	Social Stratification 3 weeks, Racial and Ethnic Relations 2 weeks, Gender, Age, and Health 2 weeks.	
Essential Questions	<ul style="list-style-type: none"> • How are different societies stratified? • What are the different patterns of intergroup relations with respect to discrimination and prejudice? • What are gender roles? 	
Content	<ul style="list-style-type: none"> • Social Stratification <ol style="list-style-type: none"> 1. What are the characteristics of the class and caste systems? 2. What are the characteristics of the American Class System? 3. What groups of Americans are the most affected by poverty? • Racial and Ethnic Relations <ol style="list-style-type: none"> 1. How do sociologists define the terms race, ethnicity, and minority group? 2. What are the most common patterns of minority-group treatment? 3. What groups make up the minority in the United States? • Gender, Age, and Health <ol style="list-style-type: none"> 1. How are gender roles affected by socialization? 2. Are men and women on a level playing field in the labor force and the political arena? 3. What effect is the aging population having on society? 4. What is the state of healthcare in the United States? 	
Skills	<ul style="list-style-type: none"> • Analyzing Case Studies • Graphic Organizers for organizing information into categories. • Analyzing primary source documents for first-hand accounts. • Critical thinking skills during classroom discussion and debate. • Interpreting graphs and charts • Working in groups. • Planning presentations 	
Assessments	<ul style="list-style-type: none"> • Chapter review activities • Chapter Tests • Homework check and review • Classroom discussion • Graphic Organizer Review • Alzheimer's Disease Project (Effect on Family) 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • PowerPoint for visual learners. • Group work • Discussion • Vocabulary lists for slower writers. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Financial Literacy when discussing minority groups and social stratification. • Mathematics when interpreting charts and graphs. • Language Arts when writing about current events. 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Textbook: Holt Sociology 2003 • Internet resources and videos • News Articles and Current Events • Case Study Alzheimer's Disease 	

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Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
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**Pine Hill Public Schools
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Unit Title: Social Institutions		Unit #: 4
Course or Grade Level: Sociology 11/12		Length of Time: 6 Weeks
Pacing	The Family 2 weeks, The Economy and Politics 2 weeks, Education and Religion 2 weeks	
Essential Questions	<ul style="list-style-type: none"> • What are the characteristics of the family? • How does the state of the economy affect our lives? • How does the education system in America work? 	
Content	<ul style="list-style-type: none"> • The Family <ol style="list-style-type: none"> 1. What are the different marriage patterns and traditions around the world? 2. What needs does the family satisfy? 3. What disruptions do American families face? • The Economy and Politics <ol style="list-style-type: none"> 1. What is the difference between capitalism and socialism? 2. How do different governments exercise power over their people. • Education <ol style="list-style-type: none"> 1. What are the current issues in American education? 2. Why are Americans schools co-ed? • Religion <ol style="list-style-type: none"> 1. What function does religion perform in society? 2. What are the most popular religions of the world? 	
Skills	<ul style="list-style-type: none"> • Analyzing Case Studies • Graphic Organizers for organizing information into categories. • Analyzing primary source documents for first-hand accounts. • Critical thinking skills during classroom discussion and debate. • Interpreting graphs and charts • Working in groups. • Planning presentations 	
Assessments	<ul style="list-style-type: none"> • Chapter review activities • Chapter Tests • Homework check and review • Classroom discussion • Graphic Organizer check 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • PowerPoint for visual learners. • Group work • Discussion • Vocabulary lists for slower writers 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Financial Literacy when discussing economic and political systems. • Mathematics when discussing economic systems and when interpreting charts and graphs. • Language Arts when writing primary source reflections. 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Textbook: Holt Sociology 2003 • Internet resources and videos • News Articles and Current Events 	

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<u>21st Century Skills</u>							
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			ICT Literacy		Life and Career Skills		