



# **Social Studies**

## **Sociology**

### **2021-2022**

**Aligned with the College, Career, and  
Civic Life (C3) Framework**

**Department of Academic Services  
Office of Teaching and Learning  
Curriculum Division**

**COLUMBUS CITY SCHOOLS**

## Curriculum Map

### Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Units;
- Standards/Learning Targets; and
- Timeframes.



### Scope and Sequence

The Scope and Sequence provides a detailed overview of each grading period, including:

- Units;
- Standards/Learning Targets;
- Timeframes;
- Big Ideas and Essential Questions; and
- Strategies and Activities.



### Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides direction for standards-based instruction, including:

- Unpacked Standards / Clear Learning Targets;
- Content Elaborations;
- Sample Assessments;
- Instructional Strategies; and
- Instructional Resources.

## Year-at-a-Glance

<b>Grading Period 1 or 3</b>	<b>Unit 1. The Sociological Perspective and Methods of Inquiry</b> <span style="float: right;">4.5 weeks</span>	<b>Unit 2. Social Structure: Culture, Institutions, and Society</b> <span style="float: right;">4.5 weeks</span>
	<p>I.1 The Sociological Perspective - Sociology Learning Target 1a</p> <p>I.2 Sociological Research - Sociology Learning Target 1b</p> <p>Dimensions 1-4 of the C3 Framework should be incorporated throughout the course:</p> <ol style="list-style-type: none"> <li>1. Developing Questions and Planning Inquiries</li> <li>2. Applying Disciplinary Concepts and Tools</li> <li>3. Evaluating Sources and Using Evidence</li> <li>4. Communicating Conclusions and Taking Informed Action</li> </ol>	<p>2.1 Culture - Sociology Learning Target 2</p> <p>2.2 Social Institutions and Social Change - Sociology Learning Target 2</p>
<b>Grading Period 2 or 4</b>	<b>Unit 3. Social Relationships: Self, Groups, and Socialization</b> <span style="float: right;">4.5 weeks</span>	<b>Unit 4. Stratification and Inequality</b> <span style="float: right;">4.5 weeks</span>
	<p>3.1 Socialization - Sociology Learning Target 3</p> <p>3.2 Social Groups - Sociology Learning Target 3</p>	<p>4.1 Social Stratification - Sociology Learning Target 4</p> <p>4.2 Inequities of Race, Ethnicity, and Gender - Sociology Learning Target 4</p>

Note: The learning targets for this course were developed by CCS based on the College, Career, and Civic Life (C3) Framework and the American Sociological Association National Standards for High School Sociology.

## Scope and Sequence

Unit 1. The Sociological Perspective and Methods of Inquiry <span style="float: right;">4.5 weeks</span>				
Grading Period 1 or 3	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities
	1.1 The Sociological Perspective	<a href="#">Sociology 1a. Explain the unique perspective of sociology: focusing on the groups to which individuals belong and how social contexts influence both individuals and groups.</a>	<b>Evidence</b> <ul style="list-style-type: none"> <li>How do we think like a sociologist?</li> <li>How do we know what to believe?</li> <li>How do we generate and investigate compelling questions?</li> </ul>	<ul style="list-style-type: none"> <li>Stanford Prison Experiment</li> <li>Research a sociology</li> <li>Compare theoretical perspectives</li> </ul>
	1.2 Sociological Research	<a href="#">Sociology 1b. Use objective and data-driven scientific methods to study social interactions at multiple levels.</a>	<b>Evidence</b> <ul style="list-style-type: none"> <li>What do we do when sources disagree?</li> <li>How do we make a strong argument?</li> </ul>	<ul style="list-style-type: none"> <li>Survey research and data analysis</li> <li>Causation vs. correlation discussion</li> </ul>
Unit 2. Social Structure: Culture, Institutions, and Society <span style="float: right;">4.5 weeks</span>				
Grading Period 1 or 3	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities
	2.1 Culture	<a href="#">Sociology 2. Analyze the social structure and culture of societies in order to understand how social patterns are created and maintained over time.</a>	<b>Diversity</b> <ul style="list-style-type: none"> <li>How can we achieve unity through diversity?</li> <li>What does it mean to value and respect diversity?</li> </ul>	<ul style="list-style-type: none"> <li>Body Ritual among the Nacirema</li> <li>Norms brainstorm</li> </ul>
	2.2 Social Institutions and Social Change	<a href="#">Sociology 2. Analyze the social structure and culture of societies in order to understand how social patterns are created and maintained over time.</a>	<b>Change</b> <ul style="list-style-type: none"> <li>Can a society have change and still hold traditional beliefs?</li> </ul>	<ul style="list-style-type: none"> <li>Social Institutions jigsaw</li> <li>Life Happens family simulation</li> <li>Philosophical chairs on school reform</li> <li>Religious practice data analysis</li> </ul>

		<b>Unit 3. Social Relationships: Self, Groups, and Socialization</b>		<b>4.5 weeks</b>	
		<b>Lesson</b>	<b>Standards / Learning Targets</b>	<b>Big Ideas / Essential Questions</b>	<b>Strategies/Activities</b>
<b>Grading Period 2 or 4</b>		3.1 Socialization	<a href="#">Sociology 3. Explain how individual and group identity is socially constructed through relationships with significant individuals, groups, and society as a whole.</a>	<b>Democracy</b> <ul style="list-style-type: none"> <li>Why does democracy need education?</li> </ul>	<ul style="list-style-type: none"> <li>Agent of socialization group work</li> <li>Socialization personal reflection</li> <li>Role of the media discussion/debate</li> <li>Design a perfect society</li> <li>Internal vs. external social control in school</li> </ul>
		3.2 Social Groups	<a href="#">Sociology 3. Explain how individual and group identity is socially constructed through relationships with significant individuals, groups, and society as a whole.</a>	<b>Diversity</b> <ul style="list-style-type: none"> <li>How can we achieve unity through diversity?</li> </ul>	<ul style="list-style-type: none"> <li>Primary and secondary groups chart</li> <li>Types of interactions in current news stories</li> <li>In-groups and out-groups discussion</li> </ul>

		<b>Unit 4. Stratification and Inequality</b>		<b>4.5 weeks</b>	
		<b>Lesson</b>	<b>Standards / Learning Targets</b>	<b>Big Ideas / Essential Questions</b>	<b>Strategies/Activities</b>
<b>Grading Period 2 or 4</b>		4.1 Social Stratification	<a href="#">Sociology 4. Analyze the ways in which group memberships and identities reinforce social stratification and create social problems.</a>	<b>Power</b> <ul style="list-style-type: none"> <li>How is power attained and maintained?</li> <li>Why is it important to speak truth to power?</li> </ul>	<ul style="list-style-type: none"> <li><i>Animal Farm</i> reading and response on stratification</li> <li>Data visualization on income inequality</li> <li>Discussion on responsibility of government in income disparity</li> </ul>
		4.2 Inequities of Race, Ethnicity, and Gender	<a href="#">Sociology 4. Analyze the ways in which group memberships and identities reinforce social stratification and create social problems.</a>	<b>Diversity</b> <ul style="list-style-type: none"> <li>How have diverse groups struggled for equality?</li> </ul> <b>Justice</b> <ul style="list-style-type: none"> <li>What happens when justice is denied?</li> </ul>	<ul style="list-style-type: none"> <li>Prejudice and discrimination theoretical perspectives</li> <li>Social media product on prejudice and inequality</li> <li>Guest speaker on social problems and solutions</li> </ul>

**Curriculum and Instruction Guide**
**Unpacked Standards / Clear Learning Targets**

**C3 Framework Dimension 1. Construct compelling questions that focus on enduring issues and concerns.**

*Dimensions 1-4 of the C3 Framework should be incorporated throughout the course.*

**Essential Understanding**

Beginning the inquiry process with compelling questions

**Extended Understanding**

Developing original compelling questions

**Academic Vocabulary**

**Tier 2**

compelling questions  
enduring issues

**Ultimate Learning Target  
Type: Skill**

**Broad Learning Target:**

- The student can construct compelling questions that focus on enduring issues and concerns.

**Underpinning Knowledge Learning Target:**

- The student can explain points of agreement and disagreement experts have about a compelling question.

**Underpinning Reasoning Learning Targets:**

- The student can explain how a question reflects an enduring issue in the field.
- The student can explain how supporting questions contribute to an inquiry.
- The student can explain how, through engaging source work, new compelling and supporting questions emerge.

**Underpinning Skills Learning Target:**

- The student can determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

### Content Elaborations

**From the *College, Career, and Civic Life Framework*:**

Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns. They deal with curiosities about how things work; interpretations and applications of disciplinary concepts; and unresolved issues that require students to construct arguments in response. In contrast, supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines, and require students to construct explanations that advance claims of understanding in response.

### Instructional Strategies

Brainstorm a list of compelling questions students have about law. Sort and organize these compelling questions into categories. For each compelling question, create 2-3 supporting questions.

Use the Question Formulation Technique to help students learn to develop and ask their own questions about sociology.

### Instructional Resources

College , Career, and Civic Life Framework (C3) Framework – <http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

C3 Teachers – database of inquiries covering various topics in social studies: <http://www.c3teachers.org/inquiries/>

Compelling and Supporting Questions C3 Videos: <https://youtu.be/0MNeeJ4bpSM> and <https://youtu.be/3BUdJwYksns>

Right Question Institute – Using the Question Formulation Technique, students learn to develop and ask their own questions. <http://rightquestion.org/education/>

Points of View Reference Center (INFOhio) – An extensive databse containing thousands of articles supporting pro and con sides of current issues. Helps students develop arguments to support positions with evidence. <https://www.infohio.org/resources/item/points-of-view>.

## Unpacked Standards / Clear Learning Targets

<p><b>C3 Framework Dimension 2. Apply disciplinary concepts and tools to address compelling questions.</b></p>	<p><b><u>Essential Understanding</u></b> Using disciplinary skills and tools of social and behavioral sciences</p> <p><b><u>Extended Understanding</u></b> Application of skills and tools to address compelling questions</p>	<p><b><u>Academic Vocabulary</u></b> <b>Tier 2</b> disciplinary concepts compelling questions sociology</p>
<p><b>Ultimate Learning Target Type: Reasoning</b></p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can apply disciplinary concepts and tools to address compelling questions.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain the sociological perspective and how it differs from other social sciences.</li> <li>- The student can explain the role of social institutions in society.</li> <li>- The student can describe biological, psychological, and sociocultural factors that influence individuals' behavior.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can illustrate how sociological analysis can provide useful data for decision making.</li> <li>- The student can evaluate the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.</li> <li>- The student can analyze how social structures and cultures change.</li> <li>- The student can analyze ways in which the applications of sociology can address domestic and global issues.</li> </ul>	



### Content Elaborations

**From the *College, Career, and Civic Life Framework***

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies and how people interact within these contexts. Since all human behavior is social, the subject matter of sociology ranges from the intimate family to the hostile mob; from organized crime to religious traditions; and from the divisions of race, gender, and social class to the shared beliefs of a common culture.

Sociology is a science that uses research methods to investigate the social world. The scientific process ensures that the knowledge produced is more representative, objective, trustworthy, and useful for explaining social phenomena than personal opinions or individual experiences. Social phenomena are constructed through human interaction. Thus, sociological inquiry must examine what meanings people give to the behaviors, objects, and interactions that are present in each culture and society. It utilizes the scientific method, is based on critical thinking, and requires students to examine how they are influenced by their social positions. In this way, students learn how to effectively participate in a diverse and multicultural society, and develop a sense of personal and social responsibility.

### Instructional Strategies

Use [K-W-L Charts](#) (Know, Want to Know, Learned) to support effective pre-reading, during reading, and post-reading analysis of primary and secondary sources.

Create a [Thesis-Proof Chart](#) to consider a thesis and look for information that either supports or refutes a thesis.

Have students use a [History Frame](#) to map out the elements of historical events: Where and when did the event take place? Who was involved? What was the problem or goal that set events in motion? What were the key events? how was it resolved? and so what?

Students analyze a variety of primary source types using a three step process: [observe, reflect, and question](#).

When conducting an OUT ([Opening Up the Textbook](#)), the teacher juxtaposes a short excerpt from the course's textbook with an additional document or two. These documents are chosen to open up the textbook's story and engage students in comparing and crosschecking sources.

### Sample Assessments and Performance Tasks

Students can demonstrate the results of original research by writing a traditional research paper or investigation paper. An investigation paper is a written account of between 1,500 and 2,000 words divided into six sections: a plan of the investigation, a summary of evidence, an evaluation of sources, an analysis, a conclusion, and a bibliography or list of sources.

Create an original video documentary using primary and secondary sources, including photographs, texts, audio narration, and sound track.

Project Citizen - [http://oclr.org/aws/OCLRE/pt/sp/programs\\_projectcitizen](http://oclr.org/aws/OCLRE/pt/sp/programs_projectcitizen) or Civic Action Project (CAP) - <http://www.crfcap.org>. Students can complete a civic action project to address a sociological issue.

### Instructional Resources

American Sociological Association Resources for HS Sociology - <http://www.asanet.org/teaching-learning/resources-high-school-sociology>

Introduction to Sociology - <http://www.asanet.org/sites/default/files/savvy/introsociology/home.html>

Crash Course Sociology - <https://thecrashcourse.com/courses/sociology>

Points of View Reference Center (INFOhio) – <https://www.infohio.org/resources/item/points-of-view>.

**Unpacked Standards / Clear Learning Targets**

**C3 Framework Dimension 3. Gather and evaluate sources and use evidence to support claims.**

**Essential Understanding**

Using sources for evidence to support claims

**Extended Understanding**

Evaluating sources and refining claims from evidence

**Academic Vocabulary**

**Tier 2**

evaluate sources claims

**Ultimate Learning Target  
Type: Skill**

**Broad Learning Target:**

- The student can gather and evaluate sources and use evidence to support claims.

**Underpinning Skills Learning Target:**

- The student can gather relevant information from multiple sources representing a wide range of views.
- The student can use the origin, authority, structure, context, and corroborative value of the sources to guide the selection of sources.
- The student can evaluate the credibility of a source by examining how experts value the source.
- The student can develop claims and counterclaims while pointing out the strengths and limitations of both.
- The student can identify evidence that draws information from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- The student can refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

### Content Elaborations

**From the *College, Career, and Civic Life Framework*:**

Students should use various technologies and skills to find information and to express their responses to compelling and supporting questions through well-reasoned explanations and evidence-based arguments. Through the rigorous analysis of sources and application of information from those sources, students should make the evidence-based claims that will form the basis for their conclusions.

In contrast to opinions and explanations, argumentation involves the ability to understand the source-to-evidence relationship. That relationship emphasizes the development of claims and counterclaims and the purposeful selection of evidence in support of those claims and counterclaims. Students will learn to develop claims using evidence, but their initial claims will often be tentative and probing. As students delve deeper into the available sources, they construct more sophisticated claims and counterclaims that draw on evidence from multiple sources. Whether those claims are implicitly or explicitly stated in student products, they will reflect the evidence students have selected from the sources they have consulted.

### Instructional Strategies

Have students curate a collection of resources on a selected topic or issue. Based on a set of criteria, have students evaluate and rank the credibility of each source.

A [Structured Academic Controversy](#) is a discussion that moves students beyond either/or debates to a more nuanced historical synthesis. The SAC method provides an alternative to the "debate mindset" by shifting the goal from winning classroom discussions to understanding alternative positions and formulating historical syntheses.

In the [Philosophical Chairs](#) strategy, one student from each team will provide a summary of the viewpoints presented during the discussion by his/her team. A student in the neutral zone must take notes on both sides of the argument, and if his/her position changes, he/she must explain why he/she came to a new conclusion.

[Defeating Counterarguments Class Challenge](#): Students are put into groups of three and the whole class is given an argument that they must defend along with a counterargument. The groups have three minutes to come up with the best response to the counterargument that they can muster.

**Sample Assessments and Performance Tasks**

What type of evidence would support the following claim: \_\_\_\_\_?

Read the statement below. Which claim does the statement support?

Read the sources below. Then, choose the claim that historians could make based on these sources.

Using the data provided, support or refute the following claim: \_\_\_\_\_.

Using the sources below, construct a claim about \_\_\_\_\_ and provide two pieces of evidence that support it.

**Instructional Resources**

Reading Like a Historian: Evaluating Sources - <http://sheg.stanford.edu/evaluating-sources>

Civic Online Reasoning (Stanford History Education Group) - <https://cor.stanford.edu/>

Points of View Reference Center (INFOhio) - <https://www.infohio.org/resources/item/points-of-view>.

Logic in Argumentative Writing - <https://owl.english.purdue.edu/owl/resource/659/01/>

The Writing Center at UNC-Chapel Hill: Evidence - <http://writingcenter.unc.edu/handouts/evidence/>

Thesis-Proof Chart (Reading Quest) - <http://www.readingquest.org/thesis.html>

**Unpacked Standards / Clear Learning Targets**

<b>C3 Framework Dimension 4. Communicate conclusions and take informed action.</b>	<p><b><u>Essential Understanding</u></b>          Communicate arguments with sound reasoning and evidence</p> <p><b><u>Extended Understanding</u></b>          Take informed action based on reasoned arguments</p>	<p><b><u>Academic Vocabulary</u></b></p> <p><b>Tier 2</b>          conclusions          evidentiary          claims          counterclaims          deliberative</p> <p><b>Tier 3</b>          individual action          collective action</p>
<b>Ultimate Learning Target</b> <b>Type: Skill</b>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can communicate conclusions and take informed action.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can construct arguments using precise claims, evidence and sound reasoning from multiple sources.</li> <li>- The student can acknowledge counterclaims and evidentiary weaknesses of an argument.</li> <li>- The student can critique the credibility and validity of claims, evidence and reasoning in arguments.</li> <li>- The student can present arguments with meaningful ideas and perspectives on issues to a range of audiences outside the classroom.</li> <li>- The student can use print and oral technologies and digital technologies to communicate ideas.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can assess options for individual and collective action to address local, regional, and global problems.</li> <li>- The student can apply a range of deliberative and democratic strategies to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li> </ul>	

**Content Elaborations****From the *College, Career, and Civic Life Framework***

Having worked independently and collaboratively through the development of questions, the application of disciplinary knowledge and concepts, and the gathering of sources and use of evidence and information, students formalize their arguments and explanations. Products such as essays, reports, and multimedia presentations offer students opportunities to represent their ideas in a variety of forms and communicate their conclusions to a range of audiences. Students' primary audiences will likely be their teachers and classmates, but even young children benefit from opportunities to share their conclusions with audiences outside their classroom doors.

Social studies is the ideal staging ground for taking informed action because of its unique role in preparing students for civic life. In social studies, students use disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues; deliberate with other people about how to define and address issues; take constructive, independent, and collaborative action; reflect on their actions; and create and sustain groups. It is important to note that taking informed action intentionally comes at the end of Dimension 4, as student action should be grounded in and informed by the inquiries initiated and sustained within and among the disciplines. In that way, action is then a purposeful, informed, and reflective experience.

**Instructional Strategies**

Invite a group of policy makers and community leaders to a class forum and discuss recent efforts to address issues of social inequality.

Start a social media hashtag/campaign in support or opposition to a public policy.

Write an editorial or create a public service announcement highlighting a social problem in the community or nation.

Write a letter or email to a legislator on a pending bill.

Create print or digital posters for publication/distribution advocating for a particular public policy change.

Provide testimony to the city council or school board for how local officials can address issues of racial inequality.

Prepare and deliver lessons to introduce sociology to middle or elementary school students.

### Sample Assessments and Performance Tasks

Identify two strategies that you could use to address social reform at the state or national level.

Which action below would be appropriate for addressing a social problem in your local community?

How could you use social media to take informed action on racial inequality?

### Instructional Resources

Classroom Tools for Presentations and Slideshows - <https://www.graphite.org/top-picks/best-classroom-tools-for-presentations-and-slideshows>

PVLEGS - <http://pvlegs.com> - emphasize effective speaking and listening skills: Poise, Voice, Life, Eye Contact, Gestures, Speed

C3 Teachers: Taking Informed Action video - [https://youtu.be/PC6J4tc3\\_TY](https://youtu.be/PC6J4tc3_TY)

Civic Action Project (Constitutional Rights Foundation) - <https://www.crfcap.org/mod/page/view.php?id=205>



## Unpacked Standards / Clear Learning Targets

<p><b>Sociology Domain/Learning Target 1a. Explain the unique perspective of sociology: focusing on the groups to which individuals belong and how social contexts influence both individuals and groups.</b></p> <p><b>Sociology Domain/Learning Target 1b. Use objective and data-driven scientific methods to study social interactions at multiple levels.</b></p>	<p><b><u>Essential Understanding</u></b>        Focus of the unique sociological perspective</p> <p><b><u>Extended Understanding</u></b>        How to conduct sociological research</p>	<p><b><u>Academic Vocabulary</u></b>        sociological        perspective        social contexts        social interactions        scientific methods        functionalism        conflict theory        symbolic        interactionism</p>
<p><b>Ultimate Learning Target</b>  <b>Type: Reasoning</b></p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain the unique perspective of sociology: focusing on the groups to which individuals belong and how social contexts influence both individuals and groups.</li> <li>- The student can use objective and data-driven scientific methods to study social interactions at multiple levels.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain the sociological perspective and how it differs from other social sciences.</li> <li>- The student can define social context in terms of the external forces that shape human behavior.</li> <li>- The student can identify how social context influences individuals.</li> <li>- The student can identify sociology as a scientific field of inquiry.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can compare and contrast the sociological perspective and how it differs from other social sciences.</li> <li>- The student can illustrate how sociological analysis can provide useful data-based information for decision making.</li> <li>- The student can give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.</li> <li>- The student can differentiate among and apply a variety of sociological theories.</li> </ul>	

**Content Elaborations****From the *College, Career, and Civic Life Framework*****The Sociological Perspective and Methods of Inquiry**

Sociology provides a unique perspective by focusing on the groups to which individuals belong rather than only on the individual. It deeply considers how social contexts influence both individuals and groups. In this way, it helps students to see the world through others' eyes, to increase their understanding of group dynamics, and to develop tolerance of differences. Sociology uses objective and data-driven scientific methods to study social interactions at multiple levels, from families and peer-groups to nations and global organizations.

**Instructional Strategies**

Read and view videos about the [Stanford Prison Experiment](#) to study the psychological effects of becoming a prisoner or prison guard. Discuss how the social context of the situation (rather than inherent character traits) influenced the behavior of the prison guards, who became increasingly more cruel and sadistic in this six-day experiment. This is also a good opportunity to bring up the issue of ethics in research studies.

Have students work in small groups to research a well-known sociologist. Groups can summarize the main ideas/contributions of the sociologist in a brief multimedia slide. Have one student from each group assume the role of the sociologist for an open forum. Have the remaining class members assume the role of audience members at the forum and write two questions to ask.

Create a chart or infographic to compare the three major theoretical perspectives in sociology: functionalism, conflict theory, and symbolic interactionism. Include the following categories: definition, underlying assumptions, how the theory explains social change, and advantages and disadvantages. Discuss how each perspective would interpret a current movement for social change.

Create and distribute a survey on a social issue. Collect and compile the data into a spreadsheet. Convert the data table into appropriate graphs and charts. Based on the data, make a claim and support it with evidence. Discuss the advantages and disadvantages of using survey research.

Discuss the difference between causation and correlation in research. Have students brainstorm a list of examples in which correlation is often confused with causation. One classic example is the idea that ice cream sales cause homicide because both ice cream sales and homicide rates increase in the summer. While the two are positively correlated, one does not cause the other--they have a third variable in common: heat.

**Sample Assessments and Performance Tasks**

How does sociological perspective differ from other social sciences?

List and explain the three theoretical perspectives in sociology.

Match the descriptions below with the correct sociological perspective. Move the descriptions to the correct column on the chart.

If a sociologist wanted to study why some individuals join gangs, what would be the best method for collecting data? Support your choice by explaining two benefits of this method.

Based on the survey data below, which conclusion about attitudes toward public education could you make?

**Instructional Resources**

The Sociological Perspective (American Sociological Association) -

<https://www.asanet.org/sites/default/files/savvy/introsociology/UnitPages/UnitISocialPerspective.html>

Research Methods (American Sociological Association) - <https://www.asanet.org/sites/default/files/savvy/introsociology/UnitPages/UnitIIResearchMethods.html>

What Makes Good People Do Bad Things? (CommonLit) - <https://www.commonlit.org/en/texts/what-makes-good-people-do-bad-things>

The Stanford Prison Experiment (CommonLit) - <https://www.commonlit.org/en/texts/the-stanford-prison-experiment>

The Stanford Prison Experiment - <https://www.prisonexp.org/>

Conducting a Mini Field Study (Census Statistics in Schools) - <https://www.census.gov/programs-surveys/sis/activities/sociology/mini-field-study-.html>

An Analysis of the Millennial Generation (Census Statistics in Schools) - <https://www.census.gov/programs-surveys/sis/activities/sociology/millennials.html>

Crash Course Sociology

- What is Sociology? - <https://thecrashcourse.com/video?id=YnCJU6PaCio>
- More Sociological Paradigms - [https://thecrashcourse.com/video?id=DbTt\\_ySTjaY](https://thecrashcourse.com/video?id=DbTt_ySTjaY)
- Sociology and the Scientific Methods - [https://thecrashcourse.com/video?id=DbTt\\_ySTjaY](https://thecrashcourse.com/video?id=DbTt_ySTjaY)
- Sociology Research Methods - [https://thecrashcourse.com/video?id=DbTt\\_ySTjaY](https://thecrashcourse.com/video?id=DbTt_ySTjaY)

## Unpacked Standards / Clear Learning Targets

**Sociology Domain/Learning Target 2.** Analyze the social structure and culture of societies in order to understand how social patterns are created and maintained over time.

**Essential Understanding**

Describing the social structure and culture of societies

**Extended Understanding**

Analyzing how social patterns are created and maintained

**Academic Vocabulary**

social structure  
 culture  
 norms  
 social institutions  
 social patterns

**Ultimate Learning Target**  
**Type: Reasoning**

**Broad Learning Target:**

- The student can analyze the social structure and culture of societies in order to understand how social patterns are created and maintained over time.

**Underpinning Knowledge Learning Targets:**

- The student can identify the major components of culture.
- The student can cite examples of how culture influences the individuals in it.
- The student can identify important social institutions in society.
- The student can explain the role of social institutions in society.

**Underpinning Reasoning Learning Targets:**

- The student can analyze how social structures and cultures change.

**Content Elaborations****From the *College, Career, and Civic Life Framework*****Social Structure: Culture, Institutions, and Society**

Sociology studies the social structure and culture of societies in order to understand how social patterns are created and maintained over time; examples of these might include persistent violence or long-standing disparities in school achievement. Important components of social structures are institutions such as the economy, government and politics, the educational system, the family, religion, and the health care system. Culture includes the language, norms, values, and material goods of a society. Social structure and culture work in tandem to shape societies, but are not completely rigid. All individuals are impacted by social change, which refers to the transformation of culture, social institutions, and social structure over time.

**Instructional Strategies**

Read the article [“Body Ritual Among the Nacirema.”](#) Discuss the following questions: What are the cultural beliefs of the Nacirema regarding the human body? What behaviors do they engage in as a result of these beliefs? What roles do the medicine men and latipso play in this culture? Who are the Nacirema and what evidence led you to this realization? What is the purpose of the Nacirema story?

Brainstorm a list of norms: rules defining appropriate and inappropriate behavior. Create a web or chart showing whether each norm is generally considered a folkway, mores, or law in the United States. How are some of these behaviors viewed differently by different cultures? Discuss how laws are different than mores, and why not all mores become laws and why not all laws are mores.

Social institutions jigsaw - Divide students into groups of five as home groups. Assign one student in each home group to become an expert on one of the following social institutions: family, education, political/economic institutions, religion, or sport. Have students move to their expert groups to research their assigned social institution. Expert groups should explain how each theoretical perspective (functionalist, conflict, and symbolic-interaction) views their assigned social institution. They should create a list of talking points to teach their home groups. Next, have students return to their home groups and share out while other members listen and take notes. Conclude the activity with a whole-class discussion about how each theoretical perspective views social institutions.

Use the “Life Happens” simulation [available online here](#) to illustrate challenges in family life and the interaction of families with other sociological institutions. [Download the Life Happens cards here.](#)

Use the [philosophical chairs strategy](#) to conduct a class discussion on a school reform issue (e.g., homework bans, later start times, music and art, privatization, school safety, standardized testing, zero tolerance). Students can use the [Points of View Reference Center](#) to research and prepare for the discussion.

Analyze data on religious practice in the United States using data from the [Pew Research Center’s Religious Landscape Study](#).

**Sample Assessments and Performance Tasks**

Which choices below show components of culture? Select all the correct answers.

What are folkways? Give two examples of folkways in the United States.

What do sociologists mean by social structure?

Select an important family tradition or experience. Explain how each sociological perspective would interpret this experience.

Read the passage below. What claim does the author make about school reform? What evidence does the author cite to support the claim?

Based on the graph below, what conclusion could you reach about religious practice in the United States?

**Instructional Resources**

Introduction to Sociology: Culture (American Sociological Association) -

<https://www.asanet.org/sites/default/files/savvy/introsociology/UnitPages/UnitIII Culture.html>

Introduction to Sociology: Social Institutions (American Sociological Association) -

<https://www.asanet.org/sites/default/files/savvy/introsociology/UnitPages/UnitVIII SocialInstitutions.html>

Economic Happiness: How Could Americans Be Happier (C3 Teachers) - <http://www.c3teachers.org/inquiries/economic-happiness/>

Crash Course Sociology

- Cultures, Subcultures, and Countercultures - <https://thecrashcourse.com/video?id=RV50AV7-lwc>
- Symbols, Values, and Norms - [https://thecrashcourse.com/video?id=kGrVhM\\_Gi8k](https://thecrashcourse.com/video?id=kGrVhM_Gi8k)
- Politics - [https://thecrashcourse.com/video?id=TCs\\_hyI15R8](https://thecrashcourse.com/video?id=TCs_hyI15R8)
- Theories about Family and Marriage - <https://thecrashcourse.com/video?id=yaeiCEro0iU>
- Economic System and Labor Market - <https://thecrashcourse.com/video?id=wslCc0D1978>

Khan Academy

- Social Institutions - <https://www.khanacademy.org/test-prep/mcat/society-and-culture/social-structures/v/institutions>
- Education, Family, and Religion - <https://www.khanacademy.org/test-prep/mcat/society-and-culture/social-structures/v/institutions>
- Government, Economy, Health and Medicine - <https://www.khanacademy.org/test-prep/mcat/society-and-culture/social-structures/v/institutions>

## Unpacked Standards / Clear Learning Targets

**Sociology Domain/Learning Target 3. Explain how individual and group identity is socially constructed through relationships with significant individuals, groups, and society as a whole.**

**Essential Understanding**

How the process of socialization occurs

**Extended Understanding**

How group identity is socially constructed

**Academic Vocabulary**

individual identity  
 group identity  
 social construction  
 socialization

**Ultimate Learning Target  
 Type: Reasoning**

**Broad Learning Target:**

- The student can explain how individual and group identity is socially constructed through relationships with significant individuals, groups, and society as a whole.

**Underpinning Knowledge Learning Targets:**

- The student can identify the primary agents of socialization.
- The student can explain the social construction of self and groups.
- The student can identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.

**Underpinning Reasoning Learning Targets:**

- The student can analyze the influence of the primary agents of socialization and why they are influential.
- The student can explain how in-group and out-group membership influences the life chances of individuals and shapes societal norms and values.

**Content Elaborations****From the *College, Career, and Civic Life Framework*****Social Relationships: Self, Groups, and Socialization**

A fundamental insight of sociology is that individual and group identity is socially constructed through relationships with significant individuals, groups, and society as a whole. Socialization is a life-long process of learning how to function in society. Important socializing agents include family, peers, the media, schools, and religion. Major social and historical events can be a force in socializing entire generational groups. Groups form when individuals share common interests and/ or goals, and often become a point of comparison for individuals as they evaluate themselves and others.

**Instructional Strategies**

Ask students the following question: Is socialization brainwashing? Discuss students' responses as a class.

Divide the class into groups of five. In each group, assign one agent of socialization (family, school, peers, media, religion) to each group member. Have the groups read their section of the text and summarize the information. Have members report out to the rest of the group. Finally, have the groups decide which agent of socialization they believe has the greatest impact on socialization.

Have students create a personal reflection on socialization in their life. Start by having students create a web diagram listing each agent of socialization and how it has influenced them. Then, reflect on one or more of these agents and how they shaped their identities. Reflection products can be in the form of blog post, video, podcast, song, poem or other creative work. Create a virtual or physical gallery of student work and have students compare their experiences.

Conduct a class discussion or debate on current topics related to the role of the media. Topics could include: fake news, broadcast TV monopolies, body image in the media, violence in the media, and Twenty-Four Hour TV news. Articles on these topics are available from the [Points of View Reference Center](#).

Design a perfect society. What norms, values, attitudes, and behaviors should be “desocialized” from this society, and what norms, values, attitudes, and behaviors that should be “resocialized” in their society? What rewards and punishments should be used to create the perfect society?

Compare internal social control and external social control. As a class, brainstorm the internal and external controls that exist in school. Have students answer the following question in a one paragraph essay: Which type of control do you believe is the most effective? Explain.

Create a chart to show the characteristics and functions of primary and secondary groups. Have students give examples of each group in their own life.

Use current news stories and identify the types of social interactions that take place in each: cooperation, conflict, social exchange, coercion, and conformity.

Discuss the questions: Who are the “in-groups” and “out-groups” in your school or neighborhood? What are the group boundaries? How are group boundaries maintained?



**Sample Assessments and Performance Tasks**

Which statement reflects the meaning of socialization?

Which choices below represent primary sources of socialization? Select all the correct answers.

Explain two positive and two negative effects of socialization by the media.

Explain two functions of primary groups. Explain how primary and secondary groups are different.

Major social and historical events can be a force in socializing entire generational groups. Give an example of this statement by identifying a historical event and the group that was socialized by the event.

**Instructional Resources**

Introduction to Sociology: Socialization (American Sociological Association) -

<https://www.asanet.org/sites/default/files/savvy/introtosociology/UnitPages/UnitIVSocialization.html>

Socialization textbook chapter (American Sociological Association) -

<https://www.asanet.org/sites/default/files/savvy/introtosociology/Documents/PersellSocializationReading37.htm>

Anti-social Networks? We're Just As Cliquey Online (CommonLit) - <https://www.commonlit.org/en/texts/anti-social-networks-we-re-just-as-cliquey-online>

Why do People Follow the Crowd? (CommonLit) - <https://www.commonlit.org/en/texts/why-do-people-follow-the-crowd>

Students Work Ethic Affect by Peer Groups (CommonLit) -

<https://www.commonlit.org/en/texts/students-work-ethic-affected-by-peer-groups-desire-to-be-popular>

Crash Course Sociology

- Social Groups - [https://thecrashcourse.com/video?id=\\_wFZ5Dbj8DA](https://thecrashcourse.com/video?id=_wFZ5Dbj8DA)
- Formal Organizations - <https://thecrashcourse.com/video?id=YDuBh7VbGgU>
- Social Development - [https://thecrashcourse.com/video?id=WbBm\\_YLwowc](https://thecrashcourse.com/video?id=WbBm_YLwowc)
- Socialization - <https://thecrashcourse.com/video?id=K-RvJQxqVQc>

## Unpacked Standards / Clear Learning Targets

**Sociology Domain/Learning Target 4. Analyze the ways in which group memberships and identities reinforce social stratification and create social problems.**

**Essential Understanding**

How social stratification is created and reinforced

**Extended Understanding**

How social stratification impacts disadvantaged groups

**Academic Vocabulary**

social stratification  
 social problems  
 inequality  
 social class  
 social mobility

**Ultimate Learning Target  
 Type: Reasoning**

**Broad Learning Target:**

- The student can analyze the ways in which group memberships and identities reinforce social stratification and create social problems.

**Underpinning Knowledge Learning Targets:**

- The student can identify common patterns of social inequality.
- The student can identify social problems experienced by disadvantaged groups.

**Underpinning Reasoning Learning Targets:**

- The student can interpret the effects of inequality on groups and individuals.
- The student can analyze why the distribution of power and inequalities can result in conflict.
- The student can propose and evaluate alternative responses to inequality.

**Content Elaborations****From the *College, Career, and Civic Life Framework*****Stratification and Inequality**

Sociology helps students to understand their own and others' social problems. Group memberships and identities provide or deny certain opportunities and power. They also create and reinforce social stratification. This can result in conflict between groups for scarce or valued resources, and in diminished access for some in society as others control these resources. Disadvantaged groups experience social problems such as poverty, unemployment, poor education, lack of access to health care, and inequality in obtaining rights and privileges.

**Instructional Strategies**

Read or view George Orwell's *Animal Farm*. Have students write a one page response to the following prompt: How did Orwell use the ideas of social stratification and social class in his work? Give specific examples to support your claim.

Use [data visualizations](#) from the U.S. Census Bureau to analyze income inequality in the United States. Create claims based on the data and support the claims with evidence.

Read the article and view the data from "[Trends in income and wealth inequality](#)" from the Pew Research center. Have a class discussion on the question: do you believe it is the responsibility of the government to correct the income disparity that exists in the United States?

Divide the class into groups of three and assign each group member one of the three perspectives on prejudice and discrimination (functionalist, conflict, and symbolic interactionist). Have the group members summarize their perspective and then share with the rest of the group. When all groups have finished have a whole class discussion on the three perspectives.

Have students create a social media product (infographic, Twitter thread, blog, video, podcast) highlighting a current issue of racial, ethnic, or gender prejudice or inequality today.

Invite a guest speaker from a social service organization to discuss a social problem (poverty, unemployment, healthcare access, rights protections) and what the organization is doing to address the issue.

**Sample Assessments and Performance Tasks**

Theoretical sociological perspectives view prejudice and discrimination differently. Move the explanations below into the correct column to show each perspective.

Based on the data below, how are race and ethnicity related to poverty in the United States?

What is social mobility?

How would sociologists explain the following pattern?

- “The historical data reveal that no progress has been made in reducing income and wealth inequalities between black and white households over the past 70 years.” - economists Moritz Kuhn, Moritz Schularick and Ulrike I. Steins

**Instructional Resources**

Introduction to Sociology: Social Inequalities - <https://www.asanet.org/sites/default/files/savvy/introsociology/UnitPages/UnitVISocialInequalities.html>

Income Inequality (U.S. Census Bureau) - <https://www.census.gov/topics/income-poverty/income-inequality.html>

Crash Course Sociology

- Social Stratification - <https://thecrashcourse.com/video?id=SlkKCMt-Fs>
- Social Stratification in the United States - <https://thecrashcourse.com/video?id=DeiHz5tzlws>
- Social Class and Poverty in the United States - <https://thecrashcourse.com/video?id=c8PEv5SV4sU>
- The Impacts of Social Class - <https://thecrashcourse.com/video?id=0a2ImndoORE>
- Gender Stratification - [https://thecrashcourse.com/video?id=YbI\\_4FPtzrl](https://thecrashcourse.com/video?id=YbI_4FPtzrl)
- Racial/Ethnic Prejudice and Discrimination - <https://thecrashcourse.com/video?id=gSddUPkVD24>

The black-white economic divide is as wide as it was in 1968 - <https://www.washingtonpost.com/business/2020/06/04/economic-divide-black-households/>

The Danger of a Single Story (CommonLit) - <https://www.commonlit.org/en/texts/the-danger-of-a-single-story>