



Sociology

Unit	Objectives	Standards	Resources
Benchmark Assessment		<p>NJ: 2014 SLS: 21st Century Life and Careers NJ: All Grades</p> <hr/> <p>Career Ready Practices Career Ready Practices</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>NJ: Grade 12 9.3 – Career & Technical Education (CTE): Law, Public Safety, Corrections & Security Career Cluster® Career Cluster® : Law, Public Safety, Corrections & Security (LW)</p> <p>9.3.LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	<p>Sociology, Macionis, John. 11th Edition, Pearson Prentice Hall, 2007.</p> <p>Sociology, Macionis, John. Study Guide, 11th Edition, 2007.</p> <p>Sociology, The Center for Learning, Horchler, Judith A., Prentice Hall, 2000.</p> <p>Sociology, The Study of Human Relationships 5th Edition. Thomas, LaVerne W.; Holt Rinehart and Winston 1995.</p>
Sociological Perspective	<p>Students will be able to define Sociology and understand the basic components of the sociological perspective.</p> <p>Understand how social forces affect our everyday lives.</p> <p>Recognize the importance of taking a global perspective.</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Reading: Literature Key Ideas and Details NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Sociology, Macionis, John. Pearson Prentice Hall, 2007.</p> <p>Sociology, Macionis, John. Study Guide, 11th Edition, 2007.</p> <p>Sociology, The Center for Learning, Horchler, Judith A., Prentice Hall, 2000.</p>

	<p>analysis of society.</p>	<hr/> <p>CULTURE Processes Learners will be able to</p> <p>Explain and apply ideas, theories, and modes of inquiry from anthropology, sociology, history, geography, and economics in the examination of persistent issues and social problems</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY Knowledge Learners will understand</p> <p>Concepts drawn from the behavioral sciences of psychology, sociology, and anthropology, such as: identity, development, personality, motivation, perception, and group membership;</p> <p>Copyright © State of New Jersey, 1996 - 2016. Interdisciplinary Lesson for Sociology.docx</p>	<p>Videos:</p> <p><i>Freakonomics</i></p>
<p>Culture</p>	<p>NCSS: Social Studies 2010</p> <p>NCSS: High</p> <p>CULTURE</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Reading: Literature Key Ideas and Details NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant</p>	<p>Sociology, Macionis, John. Pearson Prentice Hall, 2007.</p>

	<p>Knowledge Learners will understand</p> <p>"Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;</p> <p>Concepts such as: beliefs, values, mores, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;</p> <p>That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;</p> <p>How culture develops and changes in ways that allow human societies to address their needs and concerns;</p> <p>That individuals learn the elements of their culture through interpersonal and collective experience.</p> <p>How people from different cultures develop diverse cultural perspectives and frames of reference;</p> <p>That behaviors, values, and beliefs of different cultures can lead to cooperation or pose barriers to cross-cultural understanding;</p> <p>That awareness and knowledge of other cultures is important in a connected society and an interdependent world</p> <p>That the cultural values and beliefs of societies influence their analysis of</p>	<p>connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NCSS: Social Studies 2010</p> <p>NCSS: High</p> <hr/> <p>CULTURE</p> <p>Processes Learners will be able to</p> <p>Explain and apply ideas, theories, and modes of inquiry from anthropology, sociology, history, geography, and economics in the examination of persistent issues and social problems</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY</p> <p>Knowledge Learners will understand</p> <p>Concepts drawn from the behavioral sciences of psychology, sociology, and anthropology, such as: identity, development, personality, motivation, perception, and group membership;</p> <p>Copyright © State of New Jersey, 1996 - 2016. Interdisciplinary Lesson for Sociology.docx</p>	<p>Sociology, Macionis, John. Study Guide, 11th Edition, 2007.</p> <p>Sociology, The Center for Learning, Horchler, Judith A., Prentice Hall, 2000.</p> <p>Sociology, The Study of Human Relationships 5th Edition. Thomas, LaVerne W.; Holt Rinehart and Winston 1995.</p> <p>Videos:</p> <p>Devil's Playground</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>
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challenges, and their responses to these challenges.

Processes

Learners will be able to

Ask questions related to culture and find, select, organize, and interpret data from research to address research questions;

Give examples of the value of cultural unity and cultural diversity, within and across groups;

Compare and analyze behaviors for preserving and transmitting culture even while adapting to environmental or social change;

Evaluate how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;

Analyze data from various cultural perspectives and evaluate the consequences of interpretations associated with the world views of different cultures;

Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;

Construct reasoned judgments about specific cultural responses to persistent human issues;

	<p>Analyze historic and current issues to determine the role that culture has played.</p> <p>Explain and apply ideas, theories, and modes of inquiry from anthropology, sociology, history, geography, and economics in the examination of persistent issues and social problems</p> <p>Products Learners demonstrate understanding by</p> <p>Researching and presenting a position paper on a current or past problem or issue through an analysis of the cultural patterns of the groups involved and the ways in which these contribute or present obstacles to finding solutions;</p>		
<p>Society</p>	<p>NCSS: Social Studies 2010</p> <p>NCSS: High</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS</p> <p>Knowledge Learners will understand</p> <p>This theme helps us use sociological and anthropological theories about how individuals are members of groups and institutions, and how they influence and shape those groups and institutions;</p> <p>Concepts such as: mores, norms, ritual, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, assimilation, race, ethnicity, and gender;</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Reading: Literature Key Ideas and Details NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NCSS: Social Studies 2010 NCSS: High</p> <hr/>	<p>Sociology, Macionis, John. Pearson Prentice Hall, 2007.</p> <p>Sociology, Macionis, John. Study Guide, 11th Edition, 2007.</p> <p>Sociology, The Center for Learning, Horchler, Judith A., Prentice Hall, 2000.</p> <p>Sociology, The Study of Human Relationships 5th Edition. Thomas, LaVerne W.; Holt Rinehart and Winston 1995.</p> <p>Videos:</p>

<p>Socialization</p>	<p>The student will be able to:</p> <p>Understand the "nature-nurture" debate regarding socialization</p> <p>Become aware of the effects of social isolation on humans and other primates</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Reading: Literature Key Ideas and Details NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific</p>	<p>Sociology, Macionis, John. Pearson Prentice Hall, 2007.</p> <p>Sociology, Macionis, John. Study Guide, 11th Edition, 2007.</p>

	<p>Be aware of the basics of Sigmund Freud's components of personality</p> <p>Describe Jean Piaget's cognitive development</p> <p>Identify and describe the stages of Kohlberg's Moral Development</p> <p>Identify and describe the stages of Erikson's personality development</p> <p>Compare spheres of socialization</p> <p>Develop life-course perspectives of the socialization experience</p> <p>Begin to understand the cross-cultural and historical patterns of death and dying</p> <p>Be able to discuss the sociological perspective on socialization as a constraint to freedom</p>	<p>textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NCSS: Social Studies 2010 NCSS: High</p> <hr/> <p>CULTURE</p> <p>Processes Learners will be able to</p> <p>Explain and apply ideas, theories, and modes of inquiry from anthropology, sociology, history, geography, and economics in the examination of persistent issues and social problems</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY</p> <p>Knowledge Learners will understand</p> <p>Concepts drawn from the behavioral sciences of psychology, sociology, and anthropology, such as: identity, development, personality, motivation, perception, and group membership;</p> <p>Copyright © State of New Jersey, 1996 - 2016. Interdisciplinary Lesson for Sociology.docx</p>	<p>Sociology, The Center for Learning, Horchler, Judith A., Prentice Hall, 2000.</p> <p>Sociology, The Study of Human Relationships 5th Edition. Thomas, LaVerne W.; Holt Rinehart and Winston 1995.</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>
<p>Sexuality, Society and Deviance</p>	<p>NCSS: Social Studies 2010</p> <p>NCSS: High</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Reading: Literature</p>	<p>Sociology, Macionis, John. Pearson Prentice Hall, 2007.</p>

<p>Social Stratification</p>	<p>GLOBAL CONNECTIONS</p> <p>Knowledge Learners will understand</p> <p>Global connections are rapidly accelerating across cultures and nations, and can have both positive and negative effects on nations and individuals;</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Reading: Literature Key Ideas and Details NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or</p>	<p>Sociology, Macionis, John. Pearson Prentice Hall, 2007.</p> <p>Sociology, Macionis, John. Study Guide, 11th Edition, 2007.</p>

	<p>The solutions to global issues may involve individual decisions and actions, but also require national and international approaches (e.g., agreements, negotiations, policies, or laws);</p> <p>Conflict and cooperation among the peoples of the earth influence the division and control of the earth's surface;</p> <p>The actions of people, communities, and nations have both short- and long-term effects on the biosphere and its ability to sustain life;</p> <p>The causes and consequences of various types of global connections;</p> <p>Technological advances can both improve and detract from the quality of life;</p> <p>Individuals, organizations, nations, and international entities can work to increase the positive effects of global connections, and address the negative impacts of global issues.</p> <p>Processes Learners will be able to</p> <p>Ask and find answers to questions about the ways in which people and societies are connected globally today and were connected in the past;</p> <p>Use maps, charts, and databases to explore patterns and predict trends regarding global connections at the community, state, or national level;</p>	<p>speaking to support conclusions drawn from the text.</p> <p>RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NCSS: Social Studies 2010 NCSS: High</p> <hr/> <p>CULTURE</p> <p>Processes Learners will be able to</p> <p>Explain and apply ideas, theories, and modes of inquiry from anthropology, sociology, history, geography, and economics in the examination of persistent issues and social problems</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY</p> <p>Knowledge Learners will understand</p> <p>Concepts drawn from the behavioral sciences of psychology, sociology, and anthropology, such as: identity, development, personality, motivation, perception, and group membership;</p> <p>Copyright © State of New Jersey, 1996 - 2016. Interdisciplinary Lesson for Sociology.docx</p>	<p>Sociology, The Center for Learning, Horchler, Judith A., Prentice Hall, 2000.</p> <p>Sociology, The Study of Human Relationships 5th Edition. Thomas, LaVerne W.; Holt Rinehart and Winston 1995.</p> <p>Videos:</p> <p>Born Rich</p> <p>The Eugenics Crusade</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>
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	<p>Explain how language, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;</p> <p>Describe and explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;</p> <p>Analyze and evaluate the effects of changing technologies on the global community;</p> <p>Analyze the causes and consequences of persistent, contemporary, and emerging global issues, and evaluate possible solutions;</p> <p>Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territorial rights, economic development, the use of natural resources, and human rights;</p> <p>Describe and evaluate the role of international and multinational organizations in the global arena;</p> <p>Illustrate how individual behaviors and decisions connect with global systems;</p> <p>Identify concerns, issues, conflicts, and possible resolutions related to issues involving universal human rights;</p> <p>Identify the roles of international and multinational organizations.</p> <p>Products Learners demonstrate understanding by</p>		
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	<p>Writing reports, letters, or editorials on critical global issues;</p>		
<p>Health and Medicine</p>	<p>Students will be able to:</p> <p>Be aware of the ways in which the health of a population is shaped by society.</p> <p>Develop a historic perspective on health and illness</p> <p>Recognize how race, social class, and age affect the health of individuals in our society</p> <p>Discuss eating disorders, smoking, and sexually transmitted diseases as a serious health problem in our society</p> <p>Recognize and evaluate the ethical issues surrounding dying and death</p> <p>Evaluate the relative effectiveness of scientific medicine and holistic medicine</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Reading: Literature Key Ideas and Details NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NCSS: Social Studies 2010 NCSS: High</p> <hr/> <p>CULTURE Processes Learners will be able to</p> <p>Explain and apply ideas, theories, and modes of inquiry from anthropology, sociology, history, geography, and economics in the examination of persistent issues and social problems</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY Knowledge Learners will understand</p> <p>Concepts drawn from the behavioral sciences of psychology, sociology, and anthropology, such as: identity,</p>	<p>Sociology, Macionis, John. Pearson Prentice Hall, 2007.</p> <p>Sociology, Macionis, John. Study Guide, 11th Edition, 2007.</p> <p>Sociology, The Center for Learning, Horchler, Judith A., Prentice Hall, 2000.</p> <p>Sociology, The Study of Human Relationships 5th Edition. Thomas, LaVerne W.; Holt Rinehart and Winston 1995.</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>

<p>Collective Behavior and Social Movements</p>	<p>NCSS: Social Studies 2010</p> <p>NCSS: High</p> <p>TIME, CONTINUITY, AND CHANGE</p> <p>Knowledge Learners will understand</p> <p>The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion;</p> <p>Different interpretations of the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world;</p> <p>The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history;</p> <p>The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.</p> <p>Processes Learners will be able to</p> <p>Formulate research questions to investigate topics in history, identify</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Reading: Literature Key Ideas and Details NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NCSS: Social Studies 2010 NCSS: High</p> <hr/> <p>CULTURE Processes Learners will be able to</p> <p>Explain and apply ideas, theories, and modes of inquiry from anthropology, sociology, history, geography, and economics in the examination of persistent issues and social problems</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY Knowledge Learners will understand</p>	<p>Sociology, Macionis, John. Pearson Prentice Hall, 2007.</p> <p>Sociology, Macionis, John. Study Guide, 11th Edition, 2007.</p> <p>Sociology, The Center for Learning, Horchler, Judith A., Prentice Hall, 2000.</p> <p>Sociology, The Study of Human Relationships 5th Edition. Thomas, LaVerne W.; Holt Rinehart and Winston 1995.</p> <p>Videos:</p> <p>Hidden In America</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>

possible answers, and use historical methods of inquiry and literacy skills to select, organize, analyze, synthesize, and interpret sources, and present findings;

Evaluate the impact of the institutions, values, and beliefs of people in the past on important historical decisions and developments, and compare different interpretations of the causes and consequences of these decisions and developments;

Use historical facts, concepts, and methods to evaluate an issue of importance today, and make informed decisions as responsible citizens to propose policies, and take action on it;

Products

Learners demonstrate understanding by

Presenting supported interpretations in oral, written, visual, or electronic formats;

INDIVIDUALS, GROUPS, AND INSTITUTIONS

Knowledge

Learners will understand

This theme helps us use sociological and anthropological theories about how individuals are members of groups and institutions, and how they influence and shape those groups and institutions;

Concepts such as: mores, norms, ritual, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation,

Concepts drawn from the behavioral sciences of psychology, sociology, and anthropology, such as: identity, development, personality, motivation, perception, and group membership;

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	<p>conflict, assimilation, race, ethnicity, and gender;</p> <p>The influence of individuals, groups, and institutions on people and events in historical and contemporary settings;</p> <p>How the various forms of groups and institutions change over time;</p> <p>The impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems;</p> <p>How the beliefs of dominant groups tend to become norms in a society;</p> <p>How in democratic societies, legal protections are designed to protect the rights and beliefs of minority groups;</p> <p>How groups and institutions work to meet individual needs, and can promote the common good and address persistent social issues.</p> <p>Processes Learners will be able to</p> <p>Ask and find answers to questions about the various forms that institutions take, their impact, the role of individuals within them, and how they change over time;</p> <p>Evaluate different interpretations of the influence of groups and institutions on people and events in historical and contemporary settings;</p>		
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	<p>Analyze instances of tensions between individual expression and group conformity;</p> <p>Understand examples of tensions between belief systems and governmental actions and policies</p> <p>Examine the belief systems of specific contemporary and historical movements that have caused them to advocate public policies;</p> <p>Understand the role of institutions in furthering both continuity and change</p> <p>Investigate how groups and institutions work to meet individual needs, promote or fail to promote the common good, and address persistent social issues;</p> <p>Gather information about groups and institutions using such tools as observations, surveys, and interviews.</p> <p>Products Learners demonstrate understanding by</p> <p>Discussing real-world problems and the implications of solutions for individuals, groups, and institutions;</p> <p>Using data and defining criteria to present findings about bias and stereotypes in a visual form;</p> <p>Locating and presenting information about ethnocentrism from various perspectives in a persuasive essay;</p>		
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Atlas

Atlas Version 9.6.1

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