

**CARLISLE AREA SCHOOL DISTRICT**  
**Carlisle, PA 17013**

**SOCIOLOGY**

**GRADES 11 and 12**

Date of Board Approval: May 19, 2011

# CARLISLE AREA SCHOOL DISTRICT

## PLANNED INSTRUCTION COVER PAGE

Title of Course: Sociology Subject Area: Social Studies Grade Level: 11-12  
Course Length: (Semester/Year): Year Duration: 50 min. Frequency: 5 pds/wk  
Prerequisites: None Credit: 1 Level: Elective

### Course Description/Objectives:

This course is an introduction to the discipline of sociology. The primary goal of the course is to help students better understand human behavior. Students will first be introduced to the theoretical perspectives that provide the foundation of most sociological inquiry. Students will then apply this knowledge to a number of topics. For example, students will study and explain how the social structure of businesses, such as McDonald's, affects the behavior of both its employees and its customers. In addition, students will study and analyze the causes of criminal behavior and then evaluate the effectiveness of society's varied responses to crime. Additional areas of study include racial and ethnic relations, issues in contemporary education, dating and marriage, religion, politics, and the mass media. Finally, this course will help students understand how their identity is shaped by various social forces.

### Major Text(s)/Resources:

Thomas, W. LaVerne. (2005). *Sociology: The Study of Human Relationships*. Austin, TX. Holt, Rinehart and Winston.

### Curriculum Writing Committee:

Jason Erb Kevin Wagner

<b>Unit #</b>	<b>Unit Name</b>	<b>Designation</b>	<b>Days</b>
1	Sociological Perspectives	Essential	14
2	Culture	Essential	14
3	Social Structure	Essential	14
4	Socialization	Essential	14
5	Adolescent in Society	Important	5
6	Deviance	Essential	14
7	Social Stratification	Essential	14
8	Race and Ethnicity	Essential	14
9	Gender, Age, Health	Compact	7.5
10	Family	Compact	7.5
11	Economy and Politics	Important	5
12	Education and Religion	Important	5
13	Science and the Mass Media	Important	5
14	Population and Urbanization	Important	5
15	Collective Behavior/Social Movements	Essential	14
16	Social Change	Important	5

Unit: Sociological Perspectives		Subject Area: Sociology	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Assessments	
<p>5.2.C. Civics and Government</p> <ul style="list-style-type: none"> <li>Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.</li> </ul> <p>8.4.A. History</p> <ul style="list-style-type: none"> <li>Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how early social thinkers contributed to the discipline of sociology.</li> <li>Compare and contrast sociology's three theoretical perspectives.</li> <li>Explain the benefits of adopting a sociological perspective.</li> <li>Compare and contrast the social sciences.</li> <li>Define and give examples of ideal types.</li> </ul>	<ul style="list-style-type: none"> <li>Create a foldable comparing and contrasting theoretical perspectives and the social sciences.</li> <li>Examine various activities, such as athletics, by utilizing the different theoretical perspectives.</li> <li>Identify examples of manifest and latent functions by researching current and historical events.</li> <li>Teacher created tests and quizzes.</li> <li>Read newspaper and magazine articles and identify social phenomena.</li> <li>Theorize about various social issues.</li> <li>Participate in class work.</li> </ul>	

Unit: Culture		Subject Area: Sociology	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Assessments	
<p>5.1. B. Civics and Government</p> <ul style="list-style-type: none"> <li>Analyze the sources, purposes and functions of law.</li> </ul> <p>5.1. K. Civics and Government</p> <ul style="list-style-type: none"> <li>Analyze the roles of symbols and holidays in society.</li> </ul> <p>5.2. C. Civics and Government</p> <ul style="list-style-type: none"> <li>Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.</li> </ul> <p>8.4.A. History</p> <ul style="list-style-type: none"> <li>Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the components of culture.</li> <li>Classify cultural components as either material or non-material culture.</li> <li>Compare and contrast societies utilizing the components of culture.</li> <li>Explain how the norms of societies are enforced.</li> <li>Identify, describe and give examples of the levels of culture.</li> <li>Explain the Iceberg Theory of culture.</li> <li>Apply the findings of the Milgram, Ashe, and Zimbardo studies to better understand social situations/issues.</li> <li>Identify situations and events plagued by groupthink.</li> <li>Explain what it means to adopt an attitude of cultural relativism.</li> <li>Analyze cultures using Hall's high and low context cultural patterns.</li> <li>Identify and explain both the sources of social change and the resisters to social change.</li> <li>Define ethnocentrism and explain means of minimizing its effects.</li> </ul>	<ul style="list-style-type: none"> <li>Read a primary source account of <i>Nacirema</i> culture and use a Socratic seminar to discuss.</li> <li>View <i>Taboo</i> clips and identify cultural components from various societies and explain their significance.</li> <li>Engage in or hypothesize about a lawful norm violation and write a reflection paper.</li> <li>Research a specific culture and present a PowerPoint to the class that addresses the components of culture by incorporating visuals, audio, and video.</li> <li>Teacher created tests and quizzes.</li> <li>View the <i>Electronic Tribe</i> and evaluate Japanese culture using Hall's high and low context cultural patterns.</li> <li>Read about and/or view various social situations and evaluate the likelihood of individuals to conform to social norms.</li> <li>Simulate and/or replicate sociological experiments and analyze the results.</li> <li>Read an anthropological account of "India's Sacred Cow" and analyze the culture using a relativist point of view.</li> <li>Create a collage illustrating examples and impact of societal changes.</li> <li>Participate in class work.</li> </ul>	

Unit: Social Structure		Subject Area: Sociology	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Assessments	
<p>8.4.C. History</p> <ul style="list-style-type: none"> <li>Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate among achieved, ascribed, and master statuses.</li> <li>Identify types of social interaction and describe how they may act as stabilizing or destabilizing forces in society.</li> <li>Distinguish types of groups based on their structural elements.</li> <li>Utilize structural elements in analysis of organizations.</li> <li>Define “McDonalidization” and identify its components.</li> </ul>	<ul style="list-style-type: none"> <li>Use a word splash to discuss components of social structure.</li> <li>Role-play types of social interaction.</li> <li>Read a primary source regarding “Primary and Secondary Groups” and create a T-Chart to compare them.</li> <li>Create a flipchart that includes visuals to describe the various types of groups found in society.</li> <li>Teacher created quizzes and tests.</li> <li>Write a wordle regarding <i>Gemeinschaft</i> and <i>Gesellschaft</i>.</li> <li>Read a primary source on “<i>Gemeinschaft</i> and <i>Gesellschaft</i>” and create visuals to represent each type of society.</li> <li>Read a selection from “Other Fields, Other Grasshoppers” and identify structural components of given societies.</li> <li>Write an essay evaluating the impact of “McDonaldization” on society.</li> <li>Participate in class work.</li> </ul>	

Unit: Socialization		Subject Area: Sociology	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Assessments	
<p>5.2. G. Civics and Government</p> <ul style="list-style-type: none"> <li>Evaluate what makes a competent and responsible citizen.</li> </ul> <p>8.4.C. History</p> <ul style="list-style-type: none"> <li>Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</li> </ul>	<ul style="list-style-type: none"> <li>Explain theories of socialization by Lock, Horton, Cooley, and Mead.</li> <li>Identify agents of socialization.</li> <li>Describe how isolation in childhood affects development.</li> <li>Define personality and explain how it affects behavior and individual identity.</li> </ul>	<ul style="list-style-type: none"> <li>View the <i>Secrets of the Wild Child</i> and construct support for both sides of the nature vs. nurture debate.</li> <li>Complete a personality profile using multiple sources such as the Keirsey Temperament Sorter and peer evaluations.</li> <li>Create a pamphlet and/or video that illustrates social influences and summarizes pertinent research.</li> <li>Create an organizer that compares and contrasts cross-cultural child rearing practices after viewing <i>Taboo</i>.</li> <li>View <i>Marks of Identity</i> and explain how particular practices symbolize and reinforce both individual and group identity.</li> <li>Teacher created quizzes and tests</li> <li>Participate in class work.</li> </ul>	

Unit: Adolescents and Adults in Society		Subject Area: Sociology	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Assessments	
<p>8.4.C. History</p> <ul style="list-style-type: none"> <li>Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the evolution of courtship and dating.</li> <li>Identify and describe the problems and challenges faced by teenagers today as well as propose and evaluate means of addressing these challenges.</li> <li>Describe what is meant by anticipatory socialization and explain its functions.</li> <li>Explain how the nature of work in the United States has changed.</li> <li>Describe current labor statistics and trends.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher created quizzes and tests.</li> <li>View <i>Rites of Passage</i> and explain how cultural traditions represent the transition from adolescence to adulthood and compare and contrast rites of passage cross-culturally.</li> <li>Develop an anti-drug poster.</li> <li>Create an anticipatory socialization comic strip.</li> <li>Review current labor statistics and explain the implications of this data.</li> <li>Participate in class work.</li> </ul>	



Unit: Deviance and Crime		Subject Area: Sociology	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Assessments	
<p>5.1. B. Civics and Government</p> <ul style="list-style-type: none"> <li>Analyze the sources, purposes and functions of law.</li> </ul> <p>5.1. J. Civics and Government</p> <ul style="list-style-type: none"> <li>Analyze how the law promotes the common good and protects individual rights.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the various types of crime.</li> <li>Describe the process through which one becomes labeled as deviant.</li> <li>Explain the social functions of deviance.</li> <li>Describe demographic trends in crime.</li> <li>Describe how cultural interpretations of justice vary.</li> <li>Evaluate societies varied responses to criminal behavior.</li> <li>Explain deviant behavior by utilizing structural-stain, conflict, control, and cultural-transmission theory.</li> </ul>	<ul style="list-style-type: none"> <li>Operationalize the concept of justice after viewing cross-cultural interpretations of justice as shown in <i>Taboo</i>.</li> <li>Classify of crimes according to UCR protocol.</li> <li>Engage in webquests of criminal justice websites such as the FBI, DOJ, and State Police.</li> <li>Create a map of one's neighborhood and plot criminal offenders and criminal acts.</li> <li>Teacher created quizzes and tests</li> <li>Create a current statistical profile of criminal behavior with graphs and/or other visuals on PowerPoint, Inspiration, or Prezzi by ascertaining data from sources such as the UCR, NIBRS, CCS, NYS, and self-report data.</li> <li>View <i>Outcasts</i> and create a poster that illustrates cross-cultural interpretations of deviance.</li> <li>Interview a law enforcement officer.</li> <li>Prepare a report on prisons.</li> <li>Participate in class work.</li> </ul>	

Unit: Stratification		Subject Area: Sociology	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Assessments	
<p>8.4. C. History</p> <ul style="list-style-type: none"> <li>Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</li> </ul> <p>8.4. D. History</p> <ul style="list-style-type: none"> <li>Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the dimensions of stratification.</li> <li>Explain how the reputational, subjective, and objective methods are used to determine social class.</li> <li>Identify and describe the characteristics of the various social classes.</li> <li>Compare and contrast the views of Weber and Marx regarding stratification.</li> <li>Explain what the Kuznet's Curve indicates about stratification.</li> <li>Identify and describe the causes and effects of poverty.</li> <li>Evaluate responses to poverty.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a proposal for addressing poverty and/or unemployment.</li> <li>Write a reaction paper to the prompt "Is getting rich survival of the fittest?"</li> <li>Complete a census stratification project that utilizes census data in order to develop computer-generated models to compare selected variables and conduct statistical analysis.</li> <li>Teacher created quizzes and tests.</li> <li>Assess degrees of stratification around the globe illustrating such using Prezi or similar software.</li> <li>Participate in class work.</li> </ul>	

Unit: Race and Ethnicity		Subject Area: Sociology	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Assessments	
<p>8.3 D. History</p> <ul style="list-style-type: none"> <li>Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the Present.</li> </ul> <p>8.4. D. History</p> <ul style="list-style-type: none"> <li>Evaluate how conflict and cooperation among social groups and organization impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the common types of minority group treatment.</li> <li>Explain how discrimination and prejudice impact minority groups.</li> <li>Explain how government policies have affected the lives of minorities.</li> <li>Differentiate between legal and institutional discrimination.</li> <li>Compare and contrast how sociologists, psychologists, and economists explain the sources of discrimination and prejudice.</li> </ul>	<ul style="list-style-type: none"> <li>Write a position paper on affirmative action.</li> <li>View <i>Two Towns of Jasper</i> and participate in a Socratic seminar.</li> <li>Read “Little Things are Big” and write a reflection on what actions you would have taken if you were to place yourself in the shoes of the main character. Evaluate the main character’s response.</li> <li>Read and discuss the article entitled “21<sup>st</sup> Century Slavery.”</li> <li>Critique sociological writings including books, journal articles and theories.</li> <li>Complete a webquest pertaining to “free the slaves.”</li> <li>Teacher created quizzes and tests.</li> <li>Participate in class work.</li> </ul>	

Unit: Gender, Age and Health		Subject Area: Sociology	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Assessments	
<p>8.4. C. History</p> <ul style="list-style-type: none"> <li>Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how socialization affects the formation of gender roles.</li> <li>Explain how gender roles affect the opportunities available to men and women.</li> <li>Assess how successful society has been with addressing the needs of the elderly and disabled.</li> <li>Explain why health care inequalities exist.</li> <li>Identify and explain the primary healthcare concerns of Americans.</li> </ul>	<ul style="list-style-type: none"> <li>Complete a simulation illustrating wage gaps and the glass ceiling.</li> <li>Rate the quality of eldercare using self-designed measures.</li> <li>Develop a retirement budget.</li> <li>Read “The Social Structure of Medicine” and identify the structural components of medicine.</li> <li>View <i>Creature Cures</i> and assess the social acceptability of each type of medicine.</li> <li>View <i>Healers</i> and identify the structural variables that make such practices acceptable in particular types of societies.</li> <li>Read “On being Sane in Insane Places” and evaluate the impact of various labels given to people in society.</li> <li>Teacher created quizzes and tests.</li> <li>Participate in class work.</li> </ul>	

Unit: Family		Subject Area: Sociology	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Assessments	
<p>8.4.C. History</p> <ul style="list-style-type: none"> <li>Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and define the patterns of family and kinship.</li> <li>Describe the norms that influence the ways in which marriage patterns are organized around the world.</li> <li>Describe the functions of a family.</li> <li>Define “sandwich generation” and explain why role strain is often a problem for this group.</li> <li>Identify and describe why people marry or don’t marry.</li> <li>Identify the disruptions that develop within a family that lead to divorce.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a presentation illustrating the evolution of family life and society using Moviemaker, Photo Story, or similar software.</li> <li>Teacher created quizzes and exams.</li> <li>Research ways to improve marriage and avoid divorce.</li> <li>Plan a wedding and family budget based on teacher assigned family variables.</li> <li>Design an artistic creation that best symbolizes the current American family.</li> <li>Read and critique the article entitled “The Decline of Marriage and the Fatherhood,” and/or similar articles discussing family dynamics.</li> <li>Participate in class work.</li> </ul>	

Unit: Economy and Politics		Subject Area: Sociology	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Assessments	
<p>6.1 B. Economics</p> <ul style="list-style-type: none"> <li>Analyze the impact of traditional, command and market economies on the United States economy.</li> </ul> <p>6.1 C. Economics</p> <ul style="list-style-type: none"> <li>Assess the strength of the regional, national and/or international economy and compare it to another time period based upon economic indicators.</li> </ul> <p>6.1 D. Economics</p> <ul style="list-style-type: none"> <li>Describe historical examples of expansion, recession, and depression internationally.</li> </ul> <p>6.2 B. Economics</p> <ul style="list-style-type: none"> <li>Evaluate the economic roles of governments.</li> </ul> <p>5.3 H. Government and Civics</p> <ul style="list-style-type: none"> <li>Evaluate the impact of interest groups on the political process.</li> </ul> <p>5.3 I. Government and Civics</p> <ul style="list-style-type: none"> <li>Evaluate how and why government raises money to pay for its operations and services.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how the factors of production impact an economy.</li> <li>Describe how economic systems have changed through history.</li> <li>Compare and contrast economic models.</li> <li>Describe how globalism affects local economies.</li> <li>Explain how power is acquired and maintained in a society.</li> <li>Identify, define and give examples of the various types of power.</li> <li>Identify and explain how particular groups influence government.</li> </ul>	<ul style="list-style-type: none"> <li>View <i>Freeloaders</i> and write journal entries reflecting upon and analyzing the confluence of politics and economics.</li> <li>Write an essay evaluating whether the Power-Elite Model or Pluralist Model is more representative and applicable to American society.</li> <li>Participate in a stock market simulation, which will involve choosing stocks, tracking their performance and reporting on market conditions that have affected the performance of stocks.</li> <li>Complete a sample income tax return, with given variables, and identify areas that illustrate “the authoritative allocation of value.”</li> <li>Create a poster illustrating who students believe to be the ten most influential or powerful people with captions summarizing their reasoning and also identifying what type of power best personifies each individual and why.</li> <li>Teacher created quizzes and tests.</li> <li>Participate in class work.</li> </ul>	

Unit: Education and Religion		Subject Area: Sociology	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Assessments	
<p>5.2. C. Civics and Government</p> <ul style="list-style-type: none"> <li>Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.</li> </ul> <p>8.4.C. History</p> <ul style="list-style-type: none"> <li>Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</li> </ul> <p>8.4. D. History</p> <ul style="list-style-type: none"> <li>Evaluate how conflict and cooperation among social groups and organization impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the functions of education in society.</li> <li>Explain how social inequalities are reflected in schools.</li> <li>Describe the current trends in education and explain how these trends reflect shifting societal values.</li> <li>Compare and contrast how sociology's theoretical perspectives understand education.</li> <li>Explain how religion can create, maintain, or reduce stability within a society.</li> <li>Explain how religion affects politics.</li> <li>Describe the various religious groups within America.</li> </ul>	<ul style="list-style-type: none"> <li>View <i>Stand and Deliver</i> and identify issues in education. Then propose solutions and evaluate alternative solutions.</li> <li>Write a letter to district administration proposing policy and/or academic changes.</li> <li>Teacher created quizzes and tests.</li> <li>Create a brochure that highlights the beliefs, values and practices of religious groups in America.</li> <li>Locate examples of religion serving as a pretext for conflict and examples of religion serving as a mechanism for peace.</li> <li>Participate in class work.</li> </ul>	

Unit: Science and Mass Media		Subject Area: Sociology	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Assessments	
<p>5.2. C. Civics and Government</p> <ul style="list-style-type: none"> <li>Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.</li> </ul> <p>5.3. J. Civics and Government</p> <ul style="list-style-type: none"> <li>Evaluate the role of media in political life in the United States and explain the role of the media in setting the public agenda.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the norms of scientific research.</li> <li>Identify how scientific thought during the Renaissance challenged religion in its view of the world.</li> <li>Explain how the media has changed over the course of history.</li> <li>Compare and contrast the types of media and explain how they impact our perception of the world around us.</li> <li>Analyze the impact of mass media on children.</li> <li>Explain how the media facilitates or impedes social interactions.</li> <li>Explain how the media impacts the power structure in society.</li> <li>Explain how the mass media impacts social and civic life.</li> <li>Compare and contrast the media utilizing the three theoretical perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a research proposal utilizing the norms of scientific research.</li> <li>Create a timeline that traces the birth of science from the ancient world through the Renaissance.</li> <li>Read and summarize research articles regarding the impact of the media on children and adults.</li> <li>Gather evidence of media bias.</li> <li>Teacher created quizzes and tests.</li> <li>Participate in class work.</li> </ul>	



Unit: Population and Urbanization		Subject Area: Sociology	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Assessments	
<p>5.2. C. Civics and Government</p> <ul style="list-style-type: none"> <li>Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.</li> </ul> <p>8.4. C. History</p> <ul style="list-style-type: none"> <li>Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the causes and effects of population change.</li> <li>Apply Malthusian theory and demographic transition theory in order to explain population change.</li> <li>Describe the various methods countries adopt to control population change.</li> <li>Describe how cities have evolved utilizing urban anomie, compositional, and subcultural theory.</li> <li>Explain how concentric zone, sector, and multiple nuclei models address urban ecology.</li> </ul>	<ul style="list-style-type: none"> <li>Research and create graphs comparing and contrasting the birthrates, death rates, infant mortality rates, fecundity, and life expectancy for various localities.</li> <li>Prepare an assessment on how population change has affected schools, governments, and commodities in a chosen locality.</li> <li>Interpret population models.</li> <li>Write a position paper regarding the introduction of particular businesses or institutions in a given locality.</li> <li>Teacher created quizzes and tests.</li> <li>Participate in class work.</li> </ul>	

Unit: Collective Behavior / Social Movements		Subject Area: Sociology	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Assessments	
<p>5.2. B. Civics and Government</p> <ul style="list-style-type: none"> <li>Evaluate citizens' participation in government and civic life.</li> </ul> <p>8.3 D. History</p> <ul style="list-style-type: none"> <li>Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the Present.</li> </ul> <p>8.4 A. History</p> <ul style="list-style-type: none"> <li>Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how collectives differ.</li> <li>Describe the life-cycle of successful social movements.</li> <li>Explain collective behavior using contagion, emergent norm, and value-added theory.</li> <li>Explain a social movement using relative-deprivation and resource-mobilization theory.</li> </ul>	<ul style="list-style-type: none"> <li>Select a social movement of choice and evaluate its effectiveness in a written response.</li> <li>After reading a biography or autobiography, write a character analysis for a leader of a social movement.</li> <li>Teacher created quizzes and tests.</li> <li>Participate in class work.</li> </ul>	

Unit: Social Change and Modernization		Subject Area: Sociology	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Assessments	
<p>5.2. C. Civics and Government</p> <ul style="list-style-type: none"> <li>Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.</li> </ul> <p>8.4. C. History</p> <ul style="list-style-type: none"> <li>Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</li> </ul>	<ul style="list-style-type: none"> <li>List the characteristics of modernized and non-modernized societies.</li> <li>Describe how cyclical, evolutionary, and equilibrium theory explain social change.</li> <li>Explain how modernization theory and world-system theory differ in their views on modernization in less-developed nations.</li> <li>Predict the positive and negative consequences of modernization for a given location.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a graphic organizer comparing and contrasting theories of social change and modernization.</li> <li>Create a PowerPoint to show the consequences of modernization.</li> <li>Teacher created quizzes and tests.</li> <li>Participate in class work.</li> </ul>	

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)