



# Perris Union High School District

## Course of Study

### A. COURSE INFORMATION

<p><b>Course Title:</b> (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Sociology</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	<p><b>Subject Area:</b></p> <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	<p><b>Grade Level(s)</b></p> <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
<p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p>Is this classified as a Career Technical Education course?</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<p><b>Transcript Course Code/Number:</b></p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">102471 &amp; 102472</div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: <span style="margin-left: 50px;">CALPADS CODE:</span></p> <div style="display: flex; justify-content: space-between; border: 1px solid black; padding: 2px;"> <div style="width: 40%; border-right: 1px solid black; padding: 2px;">Elective</div> <div style="width: 55%; padding: 2px;">9176</div> </div>	<p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p><b>CTE CDE Code:</b></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
<p>Was this course <u>previously approved by UC</u> for PUHSD?</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <p style="text-align: center; font-size: small;">(Will be verified by Ed Services)</p> <p>If Yes, which A-G Requirement does this course meet?</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p style="text-align: center;"><b>Credential Required to teach this course:</b> <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="margin: 0;">Single Subject: Social Science</p> <p style="margin: 0;">Specific Supplementary Auth: Sociology</p> </div> <div style="display: flex; justify-content: space-between; border: 1px solid black; padding: 5px;"> <div style="width: 70%; text-align: center;"> <p style="margin: 0;">Signature</p> </div> <div style="width: 25%; text-align: center;"> <p style="margin: 0;">12/14/23</p> <p style="margin: 0;">Date</p> </div> </div>	
<p><b>Submitted by:</b> Matthew Dale  <b>Site:</b> Paloma Valley High School  <b>Date:</b> 12/1/2023  <b>Email:</b> Matthew.Dale@puhsd.org</p>	<p>Unit Value/Length of Course:</p> <input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other:	
<p><b>Approvals</b></p>	<p><b>Name/Signature</b></p>	<p><b>Date</b></p>
<p>Director of Curriculum &amp; Instruction</p>		<p>12/15/23</p>
<p>Asst. Superintendent of Educational Services</p>		<p>12/14/23</p>
<p>Governing Board</p>		

<b>Prerequisite(s) (REQUIRED):</b>
None
<b>Corequisite(s) (REQUIRED):</b>
None
<b>Brief Course Description (REQUIRED):</b>
In this two-semester course, students will be introduced to the sociological study of society. Sociology focuses on the understanding of social interaction, social organization, social institutions, and social change. Major themes in sociological thinking include the relationship between the individual and society, societal continuity and change over time, the social construction of human life, and the causes and consequences of social inequalities. The sociological imagination challenges students to reconsider assumptions about human behavior. For many students, this will be their first experience with social scientific theory and research methods, which requires a high level of abstract thinking. The course will introduce students to the field by focusing on several important sociological topics, including socialization, culture, deviance, family and group dynamics, social stratification, media and technology, race and ethnic relations, gender, aging, and social institutions.

## B. COURSE CONTENT

<b>Course Purpose (REQUIRED):</b> <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
This course is focused on driving meaningful and memorable learning experiences related to critical thinking about society and culture. Students are challenged to look at events and situations in new ways, and, as often as possible, consider the reasons people behave and gather in the ways they do. The course aims to center the concepts as crucial elements for understanding relationships, society, and civic engagement and seeks to lay the foundation for students to apply what they learn throughout their lives. This revision is built around the concept that students are not simply observers of the world, but are participants in it. The course is designed to be very heavily discussion-based, and discussions are designed to encourage students to apply their own experiences and to better consider those outside of their own. The class also serves as a sociological lab of sorts, providing students opportunity to design a classroom social group dynamic and interpersonal interactions that are healthy, positive, and constructive.
<b>Course Outline (REQUIRED):</b>

*Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.*

## **Unit 1: The Sociological Perspective**

This unit introduces the discipline of sociology, the questions sociology asks about our society, the core theories of sociology, and what distinguishes sociology from other social scientific disciplines. Students will learn about the sociological imagination and how sociology's focus on society rather than the individual affects its empirical study. A key focus of the unit will be understanding and applying the three major sociological perspectives--Functionalism, Conflict theory, and Symbolic interactionist theory.

### **Unit 1 Major Assignments:**

- **Sociological Autobiography:** Create a short scripted video that explores your own life through the sociological perspective. Discuss how your personal experiences have been shaped by social institutions, cultural factors, and socialization processes.
- **Comparative Analysis of Sociological Theories:** Choose two or more sociological theories studied during the unit (e.g., functionalism, conflict theory, symbolic interactionism) and compare their perspectives on a specific social phenomenon. Discuss possible strengths and limitations of each theory in understanding the phenomenon.
- **Sociological Wisdom:** In his TED Talk, *The Wisdom of Sociology*, Prof. Sam Richards of Penn State University suggests that exploring how sociologists see the world can help us to re-imagine our personal problems and ourselves. After viewing the film, students will create a slideshow to identify 3 areas of their life where they could apply sociological wisdom as a way of shifting the way they understand and think about those parts of their life.
- **Community Observation and Reflection:** Spend a day observing and interacting with a community different from your own. Write a detailed reflection on your observations, using sociological concepts to analyze the community dynamics, social interactions, and any social issues observed. Reflections will be shared in a class discussion.
- **Social Media and Identity Project:** Analyze the role of social media in shaping individual and collective identities. Discuss how social media platforms contribute to the construction of social reality and the impact on self-esteem, relationships, and societal perceptions. Students will submit work on a slide deck, and a class discussion will give students a chance to share their stories.

## **Unit 2: Research Methods**

- The goal of unit two is to introduce students to the empirical study of sociology. The unit will focus on how sociologists apply the scientific method to sociological research questions. Students will learn about qualitative and quantitative methods of research such as surveys, interviews, participant

observation, content analysis, and historical and comparative research. Students will study how sociologists test alternative explanations of social behavior through systematic analysis.

### **Unit 2 Major Assignments:**

- **Pew Research Comparison:** Students will watch a film that highlights the stories of veterans experiences returning to civilian life after service. They will then read the Pew Research Organization article entitled “Veterans Readjusting to Civilian Life.” After watching the film and reading the article, students will identify the way that two types of informational resources highlight different ways of understanding a social issue. While anecdotes (like the ones seen in the film) can be compelling and eye-opening, they do not necessarily give us an insight into the broader experiences of a particular issue. In order to get a better sense of social trends, we need to turn to well-done research, and that is what we see done by the Pew Research Organization. Students will respond to these resources in two separate, well-developed paragraphs. In their first paragraph, they will thoroughly compare the film to the research. Where did they line up and where did they not? In their second paragraph, students will discuss and explain the aspects of the Pew research that they found most interesting. Students may submit this as a short video or audio, as well.
- **Unit 2 Summative Assessment:** Students will create a sociological research design. Students will develop their research designs over the course of two weeks by starting with a research question and ending with a preliminary test of their hypothesis using a sociological research method. Students will produce a brief research paper describing their design and present their research design to the class. To successfully complete this assignment, students will have to demonstrate a comprehensive understanding of how the scientific method is applied to sociology.

### **Unit 3: Culture**

Students will learn how sociologists think about culture. This unit will heavily involve a recurring theme in introductory sociology--revealing hidden assumptions about "normal" behavior in our society by using the sociological perspective. Students will study concepts such as ethnocentrism, subcultures, norms, and values. Students will familiarize themselves with the ideas of the modern "self" and cultural "schemas" featured in sociological theories on culture.

### **Unit 3 Major Assignments:**

- **Breaking a social norm:** Students will explore the theme of analyzing assumptions about "normal behavior" by intentionally breaking a social norm. An example would include wearing an outfit our society would deem unattractive. Students will write a two to five page report defining the norm they will violate, forming a hypothesis on the effect of the norm violation, and describing their test of the norm violation.
- **Cultural Potluck:** Students research the cultural origins and traditions of a specific food dish. The dish they choose might be one that is important for their family and has been passed down through

generations. Students might choose a dish that they've never had, but that is culturally significant in a culture that you find interesting. In a slideshow presentation or short video, students will share the history and cultural significance of the dish, as well as some evidence that they worked on preparing the dish. Optional: Students will bring in a dish for the class to try a bite or two (\*Please make sure you have a complete, accurate ingredient list so that students with dietary restrictions and/or allergies).

- **Where in the World:** In a slide deck, students identify specific cultural values, norms, or traditions that they consider to be important when trying to choose a place to live, and explain why those values/norms are important to them. Then, identify 1-3 places in the world where those values, norms, or traditions are a central part of the culture. Show what it might be like to live there and discuss how you think it would shape your life.

#### **Unit 4: Socialization**

Students will apply the sociological perspective to socialization--learning to become a member of the group and society one lives in. Students will learn the primary agents of socialization and why they are influential. Students will learn sociological theories about the socialization process such as Freud's psychoanalytical approach, social learning theory, and symbolic interactionism.

#### **Unit 4 Major Assignments:**

- **Social Media Profile Analysis:** Students examine the role of social media in contemporary socialization. Students will analyze their own or a peer's social media profiles including kinds of advertisements that tend to emerge on their site. They should be able to identify patterns, influences, and the portrayal of identity. Students can then present their findings (or may submit it without presentation) and discuss the implications of social media on socialization.
- **Cultural Artifact Analysis:** Students will investigate how material culture contributes to socialization by choosing a cultural artifact from 3 different eras in modern history (e.g., clothing, technology, & toys) and analyze how it reflects and transmits societal norms and values. Students can present their findings through a written analysis or a visual presentation.
- **Life Map Socialization Project:** Students will trace and analyze the significant events and influences in a person's life that contributed to their socialization. They will create an infographic visual life map, marking key milestones, relationships, and experiences. It will include written reflection segments where they analyze how these factors influenced their socialization. Students will also imagine future implications and applications of socialization across the lifespan.

#### **Unit 5: Social Organization**

Students will study the forms and processes that enable human societies to organize to meet common needs and regulate social behavior. The primary objective of this sociology unit is to provide students with a comprehensive understanding of social groups, social organization, and the dynamics that shape individual

behavior within these contexts. By the end of the unit, students should be able to analyze various types of groups, comprehend the functioning of social organizations, and appreciate the impact of group dynamics on both individuals and society. The functionalist perspective of sociology will be featured prominently in the unit.

### **Unit 5 Major Assignments:**

- **Group Dynamics Analysis Paper:** Students will choose a specific group they are part of (e.g., a sports team, study group, family). Analyze the group dynamics, considering roles, communication patterns, and conflicts. Their report will discuss how sociological concepts learned in the unit apply to their chosen group. Choose a group in which you actively participate or have observed closely. This could be a family, a sports team, a study group, a club, or any other social group in which you are involved. Students will provide a brief introduction to the chosen group, including its purpose, members, and the context in which it operates, making sure to highlight their role within the group. They will analyze the group dynamics using sociological concepts discussed in the unit, consider the following aspects: Roles & Status, Norms & Values, Communication Patterns, Conflict & Cooperation, and Leadership & Power. Students will apply sociological theories of group dynamics to interpret the observed behaviors within the group and discuss how functionalism, conflict theory, or symbolic interactionism helps explain the group's structure and functioning. Their report will also reflect on their experiences within the group, discussing how your role, interactions, and perceptions have been influenced by the group dynamics. They should also consider whether they have conformed to group norms or challenged them.
- **Classroom Lab Project:** Considering what they have learned about group dynamics and the functionalist perspective, students will propose a redesign of elements of our classroom dynamic with the intention of improving upon the current model. Their design should be attached to a particular set of goals and values. Students will present their proposals to the class. The best ideas, as chosen by the class, will be implemented into the class to see if dynamics change in ways that they consider to be positive and effective. This will be an ongoing project, with frequent check-ins to evaluate how things are going and what adjustments might need to be made to create a classroom dynamic that is effective and aligned with the proposed goals.

### **Unit 6: Social Inequalities**

This unit explores how resources and opportunities are distributed to individuals and groups. Patterns of inequality related to social class, race, and gender will be featured prominently in the unit. Students will learn how sociologists define social stratification, and what the implications of stratification for different societies are. Students will study what factors make social inequalities and stratification among social groups persist or decline.

### **Unit 6 Major Assignments:**

- **Inequality and Media Representation Analysis:** This assignment aims to critically analyze how social inequality is portrayed in the media and understand its implications on societal perceptions of inequality. Students will choose a specific form of media (TV show, film, news segment, advertisement) that addresses social issues related to inequality. They will analyze the selected media content, focusing on how different social groups are represented, examine stereotypes, biases, and the portrayal of power dynamics between different groups, and discuss the impact of these representations on public perception. They will then discuss the potential effects of the media representation on shaping societal attitudes and perceptions of inequality, evaluating whether the portrayal reinforces existing stereotypes or challenges societal norms. They will also consider how a different portrayal could contribute to raising awareness and fostering empathy. They will present their findings and analysis to the class in a prepared, visual-heavy presentation.
- **Breaking Barriers: Visualizing Social and Economic Mobility Art Project:** This art project aims to visually represent the barriers to social and economic mobility that individuals may encounter. Making sure to consider factors like unequal access to education, discrimination, income inequality, lack of resources, and other systemic barriers, students will use artistic expression to raise awareness and promote understanding of the challenges faced by different groups in society. Because this is an art project, there are intentionally few limitations or guidelines other than it needing to be in a mixed-media format. Students will be exposed to examples of mixed-media art and provided with resources if needed. Students must include a detailed artist statement that explains their process and intention.

### Unit 7 Major Assignments:

- **Deviant Subcultures Report:** Students will explore deviant subcultures and understand the social organization, norms, and values within these groups. Students will present their findings in a slideshow report. Students first choose a deviant subculture (e.g., gangs, countercultural movements, hacker communities). Teacher ensures that the subculture selected has a distinct set of norms and values that deviate from mainstream societal expectations. Students use reliable resources to conduct in-depth research on the chosen deviant subculture, including an examination of their history, social organization, rituals, symbols, and language unique to the subculture. Students analyze how the subculture defines deviance and conformity within its own context. The slideshow will highlight key aspects of the deviant subculture and should include visual aids, relevant examples, and quotes from members or experts. Clearly articulate how the subculture challenges or reinforces societal norms. Students will discuss the social control mechanisms operating within the deviant subculture, explore how the group enforces its own norms and punishes deviations from established rules, and consider both formal and informal means of social control.
- **Deviant Behavior Expert Panel Interview:** Following proper approval procedures for guest speakers, the teacher will invite a panel of experts in the field of deviant behavior. Possible panel members include criminologists, sociologists, criminal legal system professionals, as well as

reformed members of deviant subcultures (eg. formerly incarcerated people who are approved guest speakers). Students will develop a set of thoughtful and probing interview questions that are designed for the specific guests. Questions may cover topics such as the root causes of deviance, societal reactions, the role of institutions, and the effectiveness of social control mechanisms. Students will facilitate the panel discussion in a prepared, professional manner, and take notes throughout. In subsequent days after the panel discussion, students will analyze the responses and identify key insights provided by the experts and reflect on how the experts' perspectives align with or challenge existing ideas about deviance discussed in the course. Students will prepare to share their reflections to a whole-class discussion, expecting to highlight any unexpected insights, areas of agreement or disagreement, and the implications for understanding deviance in society.

### **Unit 8 Major Assignments:**

- **Religious Institutions Interview Project:** The objective of this assignment is to explore the role of religious institutions in shaping individuals' beliefs, values, and social interactions. By conducting interviews with individuals from different religious backgrounds, students will gain insights into the ways religious institutions influence culture and societal norms. Students will choose at least two distinct religious traditions for comparison. The teacher will ensure that the selected religions represent diverse beliefs, practices, and cultural contexts. Students will then create a set of open-ended interview questions that delve into the participants' experiences with their respective religious institutions. Questions may include inquiries about rituals, moral values, community engagement, and the impact of religious teachings on daily life. Upon approval, students will arrange and conduct interviews with individuals who identify with the chosen religious traditions. Students will be encouraged to approach the interviews with cultural sensitivity and an open mind. After conducting the interviews, students should analyze the responses and identify common themes, differences, and unique aspects within each religious tradition. They will reflect on how religious institutions contribute to social cohesion, cultural identity, and the transmission of moral values. They will prepare a culminating report in a format of their choosing to share their findings. The report will include a discussion of the role of religious institutions in shaping individual and collective identity, and how they contribute to broader societal norms.
- **Social Institution Art Project:** Students select one of the social institutions discussed in the unit. Their choices are the family, peer groups, school system/education, mass media, technology/social media, or government/political institutions. Their art project will explore not only the various ways that their chosen institution can shape the lives of individuals and society at large, but also some student commentary on the impact of those institutions. Their art can be in any format, and must include a detailed artist statement that explains their process and intention.

### **Unit 9 Major Assignments:**



- **Case Study on Social Change:** Students choose a historical or contemporary case study of social change (e.g., civil rights movements, technological revolutions, political transformations). In a slide show, students analyze the factors that contributed to the change, the role of key actors, and the impact on society. Included will be a comparison and contrast of how different sociological theories (e.g., functionalism, conflict theory, symbolic interactionism) would explain these movements.
- **Global Population Report:** Students will create an infographic that reflects on the relationship between population dynamics and globalization. Through the analysis of a specific nation or global region, students will show how migration, cultural exchange, and economic interdependence contribute to social change on a global scale and in their specific nation of choice. They will also examine the health status of a specific population, including analysis of factors such as access to healthcare, prevalence of diseases, and social determinants of health. A portion of their infographic will imagine how social change initiatives might address the population health outcomes for their nation/region of choice.

**Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

**Unit 1 Writing Assignments:**

- **Sociological Autobiography:** Create a short scripted video that explores your own life through a sociological perspective. Discuss how your personal experiences have been shaped by social institutions, cultural factors, and socialization processes.
- **Community Observation and Reflection:** Spend a day observing and interacting with a community different from your own. Write a detailed reflection on your observations, using sociological concepts to analyze the community dynamics, social interactions, and any social issues observed. Reflections will be shared in a class discussion.

**Unit 2 Writing Assignments:**

- **Pew Research Comparison:** Students will watch a film that highlights the stories of veterans experiences returning to civilian life after service. They will then read the Pew Research Organization article entitled “Veterans Readjusting to Civilian Life.” After watching the film and reading the article, students will identify the way that two types of informational resources highlight different ways of understanding a social issue. While anecdotes (like the ones seen in the film) can be compelling and eye-opening, they do not necessarily give us an insight into the broader experiences of a particular issue. In order to get a better sense of social trends, we need to turn to well-done research, and that is what we see done by the Pew Research Organization. Students will respond to these resources in two separate, well-developed paragraphs. In their first paragraph, they will thoroughly compare the film to the research. Where did they line up and where did they not? In

their second paragraph, students will discuss and explain the aspects of the Pew research that they found most interesting. Students may submit this as a short video or audio, as well.

- **Unit 2 Summative Assessment:** Students will create a sociological research design. Students will develop their research designs over the course of two weeks by starting with a research question and ending with a preliminary test of their hypothesis using a sociological research method. Students will produce a brief research paper describing their design and present their research design to the class. To successfully complete this assignment, students will have to demonstrate a comprehensive understanding of how the scientific method is applied to sociology.

### **Unit 3 Writing Assignment:**

- **Breaking a social norm:** Students will explore the theme of analyzing assumptions about "normal behavior" by intentionally breaking a social norm. An example would include wearing an outfit our society would deem unattractive. Students will write a two to five page report defining the norm they will violate, forming a hypothesis on the effect of the norm violation, and describing their test of the norm violation.

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- **Cultural Artifact Analysis:** Students will investigate how material culture contributes to socialization by choosing a cultural artifact from 3 different eras in modern history (e.g., clothing, technology, & toys) and analyze how it reflects and transmits societal norms and values. Students can present their findings through a written analysis or a visual presentation.
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to interpret the observed behaviors within the group and discuss how functionalism, conflict theory, or symbolic interactionism helps explain the group's structure and functioning. Their report will also reflect on their experiences within the group, discussing how your role, interactions, and perceptions have been influenced by the group dynamics. They should also consider whether they have conformed to group norms or challenged them.

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#### **Unit 7 Writing Assignment:**

- **Deviant Subcultures Report:** Students will explore deviant subcultures and understand the social organization, norms, and values within these groups. Students will present their findings in a slideshow report. Students first choose a deviant subculture (e.g., gangs, countercultural movements, hacker communities). Teacher ensures that the subculture selected has a distinct set of norms and values that deviate from mainstream societal expectations. Students use reliable resources to conduct in-depth research on the chosen deviant subculture, including an examination of their history, social organization, rituals, symbols, and language unique to the subculture. Students analyze how the subculture defines deviance and conformity within its own context. The slideshow will highlight key aspects of the deviant subculture and should include visual aids, relevant examples, and quotes from members or experts. Clearly articulate how the subculture challenges or reinforces societal norms. Students will discuss the social control mechanisms operating within the deviant subculture, explore how the group enforces its own norms and punishes deviations from established rules, and consider both formal and informal means of social control.

#### **Unit 8 Writing Assignment:**

- **Religious Institutions Interview Project:** The objective of this assignment is to explore the role of religious institutions in shaping individuals' beliefs, values, and social interactions. By conducting interviews with individuals from different religious backgrounds, students will gain insights into the

ways religious institutions influence culture and societal norms. Students will choose at least two distinct religious traditions for comparison. The teacher will ensure that the selected religions represent diverse beliefs, practices, and cultural contexts. Students will then create a set of open-ended interview questions that delve into the participants' experiences with their respective religious institutions. Questions may include inquiries about rituals, moral values, community engagement, and the impact of religious teachings on daily life. Upon approval, students will arrange and conduct interviews with individuals who identify with the chosen religious traditions. Students will be encouraged to approach the interviews with cultural sensitivity and an open mind. After conducting the interviews, students should analyze the responses and identify common themes, differences, and unique aspects within each religious tradition. They will reflect on how religious institutions contribute to social cohesion, cultural identity, and the transmission of moral values. They will prepare a culminating report in a format of their choosing to share their findings. The report will include a discussion of the role of religious institutions in shaping individual and collective identity, and how they contribute to broader societal norms.

**Unit 9 Writing Assignment:**

- **Case Study on Social Change:** Students choose a historical or contemporary case study of social change (e.g., civil rights movements, technological revolutions, political transformations). In a slide show, students analyze the factors that contributed to the change, the role of key actors, and the impact on society. Included will be a comparison and contrast of how different sociological theories (e.g., functionalism, conflict theory, symbolic interactionism) would explain these movements.

INSTRUCTIONAL MATERIALS (REQUIRED)	
<b>Textbook #1</b>	
Title: Digital Textbook: Introduction to Sociology, 3e (OpenStax)	Edition:
Author: Tonja R. Conerly, et al.	ISBN: ISBN-13: 978-1-951693-36-7
Publisher: XanEdu Publishing Inc	Publication Date: June 3, 2021
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
<b>Textbook #2</b>	
Title:	Edition:

Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
<b>Supplemental Instructional Materials</b> <i>Please include online, and open source resources if any.</i>	
<b>Estimated costs for classroom materials and supplies (REQUIRED).</b> <i>Please describe in detail.</i> If more space is needed than what is provided, please attach a backup as applicable.	
Cost for a class set of textbooks: \$0	Description of Additional Costs:
Additional costs:\$0	
<b>Total cost per class set of instructional materials:</b>	\$)

<b>Key Assignments (REQUIRED):</b>
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete
<p><b>Unit 1 Key Assignments:</b></p> <ul style="list-style-type: none"> <li>● <b>Sociological Autobiography:</b> Create a short scripted video that explores your own life through a sociological perspective. Discuss how your personal experiences have been shaped by social institutions, cultural factors, and socialization processes.</li> <li>● <b>Sociological Wisdom:</b> In his TED Talk, The Wisdom of Sociology, Prof. Sam Richards of Penn State University suggests that exploring how sociologists see the world can help us to re-imagine our personal problems and ourselves. After viewing the film, students will create a slideshow to identify 3 areas of their life where they could apply sociological wisdom as a way of shifting the way they understand and think about those parts of their life.</li> <li>● <b>Social Media and Identity Project:</b> Analyze the role of social media in shaping individual and collective identities. Discuss how social media platforms contribute to the construction of social reality and the impact on self-esteem, relationships, and societal perceptions. Students will submit work on a slide deck, and a class discussion will give students a chance to share their stories.</li> </ul> <p><b>Unit 2 Key Assignment:</b></p>

- **Pew Research Comparison:** Students will watch a film that highlights the stories of veterans experiences returning to civilian life after service. They will then read the Pew Research Organization article entitled “Veterans Readjusting to Civilian Life.” After watching the film and reading the article, students will identify the way that two types of informational resources highlight different ways of understanding a social issue. While anecdotes (like the ones seen in the film) can be compelling and eye-opening, they do not necessarily give us an insight into the broader experiences of a particular issue. In order to get a better sense of social trends, we need to turn to well-done research, and that is what we see done by the Pew Research Organization. Students will respond to these resources in two separate, well-developed paragraphs. In their first paragraph, they will thoroughly compare the film to the research. Where did they line up and where did they not? In their second paragraph, students will discuss and explain the aspects of the Pew research that they found most interesting. Students may submit this as a short video or audio, as well.

### **Unit 3 Key Assignments:**

- **Cultural Potluck:** Students research the cultural origins and traditions of a specific food dish. The dish they choose might be one that is important for their family and has been passed down through generations. Students might choose a dish that they’ve never had, but that is culturally significant in a culture that you find interesting. In a slideshow presentation or short video, students will share the history and cultural significance of the dish, as well as some evidence that they worked on preparing the dish. Optional: Students will bring in a dish for the class to try a bite or two (\*Please make sure you have a complete, accurate ingredient list so that students with dietary restrictions and/or allergies).
- **Where in the World:** In a slide deck, students identify specific cultural values, norms, or traditions that they consider to be important when trying to choose a place to live, and explain why those values/norms are important to them. Then, identify 1-3 places in the world where those values, norms, or traditions are a central part of the culture. Show what it might be like to live there and discuss how you think it would shape your life.

### **Unit 4 Key Assignments:**

- **Social Media Profile Analysis:** Students examine the role of social media in contemporary socialization. Students will analyze their own or a peer's social media profiles including kinds of advertisements that tend to emerge on their site. They should be able to identify patterns, influences, and the portrayal of identity. Students can then present their findings (or may submit it without presentation) and discuss the implications of social media on socialization.
- **Life Map Socialization Project:** Students will trace and analyze the significant events and influences in a person's life that contributed to their socialization. They will create an infographic visual life map, marking key milestones, relationships, and experiences. It will include written

reflection segments where they analyze how these factors influenced their socialization. Students will also imagine future implications and applications of socialization across the lifespan.

#### **Unit 5 Key Assignment:**

- **Classroom Lab Project:** Considering what they have learned about group dynamics and the functionalist perspective, students will propose a redesign of elements of our classroom dynamic with the intention of improving upon the current model. Their design should be attached to a particular set of goals and values. Students will present their proposals to the class. The best ideas, as chosen by the class, will be implemented into the class to see if dynamics change in ways that they consider to be positive and effective. This will be an ongoing project, with frequent check-ins to evaluate how things are going and what adjustments might need to be made to create a classroom dynamic that is effective and aligned with the proposed goals.

#### **Unit 6 Key Assignment:**

- **Breaking Barriers: Visualizing Social and Economic Mobility Art Project:** This art project aims to visually represent the barriers to social and economic mobility that individuals may encounter. Making sure to consider factors like unequal access to education, discrimination, income inequality, lack of resources, and other systemic barriers, students will use artistic expression to raise awareness and promote understanding of the challenges faced by different groups in society. Because this is an art project, there are intentionally few limitations or guidelines other than it needing to be in a mixed-media format. Students will be exposed to examples of mixed-media art and provided with resources if needed. Students must include a detailed artist statement that explains their process and intention.

#### **Unit 7 Key Assignment:**

- **Deviant Behavior Expert Panel Interview:** Following proper approval procedures for guest speakers, the teacher will invite a panel of experts in the field of deviant behavior. Possible panel members include criminologists, sociologists, criminal legal system professionals, as well as reformed members of deviant subcultures (eg. formerly incarcerated people who are approved guest speakers). Students will develop a set of thoughtful and probing interview questions that are designed for the specific guests. Questions may cover topics such as the root causes of deviance, societal reactions, the role of institutions, and the effectiveness of social control mechanisms. Students will facilitate the panel discussion in a prepared, professional manner, and take notes throughout. In subsequent days after the panel discussion, students will analyze the responses and identify key insights provided by the experts and reflect on how the experts' perspectives align with or challenge existing ideas about deviance discussed in the course. Students will prepare to share their reflections to a whole-class discussion, expecting to highlight any unexpected insights, areas of agreement or disagreement, and the implications for understanding deviance in society.

**Unit 8 Key Assignment:**

- **Social Institution Art Project:** Students select one of the social institutions discussed in the unit. Their choices are the family, peer groups, school system/education, mass media, technology/social media, or government/political institutions. Their art project will explore not only the various ways that their chosen institution can shape the lives of individuals and society at large, but also some student commentary on the impact of those institutions. Their art can be in any format, and must include a detailed artist statement that explains their process and intention.

**Unit 9 Key Assignment:**

- **Global Population Report:** Students will create an infographic that reflects on the relationship between population dynamics and globalization. Through the analysis of a specific nation or global region, students will show how migration, cultural exchange, and economic interdependence contribute to social change on a global scale and in their specific nation of choice. They will also examine the health status of a specific population, including analysis of factors such as access to healthcare, prevalence of diseases, and social determinants of health. A portion of their infographic will imagine how social change initiatives might address the population health outcomes for their nation/region of choice.

**Instructional Methods and/or Strategies (REQUIRED):**

Please list specific instructional methods that will be used.

Instruction will include a combination of lecture, group work, Discussion and interview panels, project based learning, inquiry learning, think-pair-share, collaboration, and presentation.

**Assessment Methods and/or Tools (REQUIRED):**

Please list different methods of assessments that will be used.

Assessments will include a combination of inquiry writing, project based assessments, essay writing, research projects, and collaborative projects.