

ESCONDIDO UNION HIGH SCHOOL DISTRICT

COURSE OF STUDY OUTLINE

AND

INSTRUCTIONAL OBJECTIVES

COURSE TITLE:	Introduction to Sociology
COURSE NUMBERS:	2925 / 2926
DEPARTMENT:	Social Science
PRE-REQUISITE:	None
LENGTH OF COURSE:	One Year
SEMESTER PERIODS OF CREDIT:	Five per semester
GRADE LEVEL(s):	11-12
DATE ADOPTED:	1990 (Revised March 2008)

FULFILLS HIGH SCHOOL GRADUATION REQUIREMENT AS:

Elective: X

UC “g” Elective Approval

TEXTBOOK: *Sociology and You*, John M. Shepard and Robert W. Greene. ©2008, Glencoe-McGraw-Hill Publishing. ISBN: 978-0-07-874519-5

COURSE DESCRIPTION: The sociology course is designed to introduce students to different environments and cultures. The course will assist students in examining cultural relationships and empowering them with strategies for respecting the diverse culture in which they live. Students will reflect on their own and other communities and work together with their peers to create an inclusive classroom environment which will, in turn, lead them through activities designed to address the school, community, and global environment from a sociological prospective.

**COURSE UNITS/TOPICS
AND
SUGGESTED PACING GUIDE**

INTRODUCTION TO SOCIOLOGY

	<u>Suggested Instructional Time</u>
<u>SOCIOLOGICAL PERSPECTIVES</u>	
I. AN INVITATION TO SOCIOLOGY	3 weeks
II. SOCIOLOGICAL RESEARCH AND METHODS	3 weeks
<u>CULTURE AND SOCIAL STRUCTURES</u>	
III. CULTURE	3 weeks
IV. SOCIALIZATION	3 weeks
V. SOCIAL STRUCTURE AND SOCIETY	1-2 weeks
VI. GROUPS AND FORMAL ORGANIZATIONS	1-2 weeks
VII. DEVIANCE AND SOCIAL CONTROL	2-4 weeks
<u>SOCIAL INEQUALITY</u>	
VIII. SOCIAL STRATIFICATION	2 weeks
IX. INEQUALITIES OF RACE AND ETHNICITY	3 weeks
X. INEQUALITIES OF GENDER AND AGE	2 weeks
<u>SOCIAL INSTITUTIONS</u>	
XI. THE FAMILY	2 weeks
XII. EDUCATION	2 weeks
XIII. POLITICAL AND ECONOMIC INSTITUTIONS	2 weeks
XIV. RELIGION	3 weeks
<u>SOCIAL CHANGE</u>	
XV. POPULATION AND URBANIZATION	2 weeks
XVI. SOCIAL CHANGE AND COLLECTIVE BEHAVIOR	3-4 weeks

INTRODUCTION TO SOCIOLOGY

SOCIOLOGICAL PERSPECTIVES

UNIT I: AN INVITATION TO SOCIOLOGY

1.0 LEARNING GOAL: Students will understand the historical background and definition of sociology.

- 1.1 Students will be able to define sociology.
- 1.2 Students will define two uses of the sociological perspective.
- 1.3 Students will distinguish sociology from other social sciences.
- 1.4 Students will outline the contributions of the major pioneers of sociology.
- 1.5 Students will identify the three major theoretical perspectives in sociology today.

Performance Tasks (Performance Assessment):

- Students will complete a multiple Choice exam
- Students will write a Comparative Essay on Sociological Pioneers
- Students will complete a unit based Research Project

Academic Vocabulary: bourgeoisie, capitalists, class conflict, conflict perspective, dramaturgy, dysfunction, functionalism, latent functions, manifest functions, mechanical solidarity, organic solidarity, perspective, positivism, power, proletariat, rationalization, social dynamics, social statistics, social structure, sociological imagination, sociological perspective, sociology, symbol, symbolic interactionism, theoretical perspective, verstehen

Sample Learning Activities:

- Students will keep a reflective journal
- Students will write and respond to lecture notes
- Students will be exposed to and will use the Frayer Model Vocabulary
- Students will complete a Sociologist Bio Poem
- Students will complete a sociology Annotated Timeline

Instructional Resources/Technology Link(s):

- www2.pfeiffer.edu/~Iridener/DSS/DEADSOC.HTML
- www.asanet.org
- Bridging Multiple Worlds (BMW)

UNIT II: SOCIOLOGICAL RESEARCH METHODS

2.0 LEARNING GOAL: Students will understand sociological research and methodology.

- 2.1 Students will be able to describe the basic quantitative and qualitative research methods used by sociologists.
- 2.2 Students will discuss basic research concepts, including variables and correlations.
- 2.3 Students will list the standards for proving cause-and-effect relationships.
- 2.4 Students will explain the steps sociologists use to guide their research.
- 2.5 Students will discuss ethics in sociological research.

Performance Tasks (Performance Assessment):

- Students will complete a Multiple Choice exam
- Students will write a unit based Sociological Research Project

Academic Vocabulary: case study, causation, closed-ended questions, correlation, dependent variable, field research, hypothesis, independent variable, intervening variable, interview, multiple causation, open-ended questions, participant observation, population, qualitative variable, quantitative variable, questionnaire, representative sample, representative sample, scientific method, secondary analysis, spurious correlation, survey, variable

Sample Learning Activities:

- Students will complete a reflective journal
- Students will write and respond to lecture notes
- Students will be exposed to and will use the Frayer Model Vocabulary
- Students will understand and conduct survey development
- Students will be exposed to a variety of data collection methods and will conduct basic data collection

Instructional Resources/Technology Link(s):

- Bridging Multiple Worlds

CULTURE AND SOCIAL STRUCTURES

UNIT III: CULTURE

3.0 LEARNING GOAL: Students will understand what is meant by “society” and how it relates to the individual and culture.

- 3.1 Students will explain how culture and heredity affect social behavior.
- 3.2 Students will describe how language and culture are related.
- 3.3 Students will name the essential components of culture.
- 3.4 Students will discuss how cultural diversity is promoted within a society.
- 3.5 Students will understand the role of ethnocentrism in society.

- 3.6 Students will identify similarities in cultures around the world.
- 3.7 Students will gain a shared definition of culture.
- 3.8 Students will identify the roll culture plays in our lives. **(BMW wk 2)**
- 3.9 Students will identify and examine their own cultural heritage and identity.
- 3.10 Students will summarize the differences between high culture and popular culture and be able to reflect and identify bias in the media. **(BMW wk 5)**

Performance Tasks (Performance Assessment):

- Students will take a Multiple Choice exam
- Students will complete an essay on *Cultural Heritage*

Academic Vocabulary: beliefs, counterculture, cultural particulars, cultural universals, culture, drives, ethnocentrism, folkways, formal sanctions, hypothesis of linguistic relativity, ideal culture, informal sanctions, instincts, material culture, mores, nonmaterial culture, norms, real culture, reflexes, sanctions, social categories, society, sociobiology, subculture, symbols, taboo, values

Sample Learning Activities:

- Students will complete a reflective journal
- Students will be exposed to and will use the Frayer vocabulary model
- Students will write and respond to lecture notes
- Students will complete a class Wall of Culture
- Students will discuss and develop class norms and class taboos
- Students will discuss the prioritizing of American norms
- Students will compare and Contrast Ideal versus Real Culture
- Students will conduct and write - Mix It Up! Action Plan

Instructional Resources/Technology Link(s):

- www.archive.org
- Bridging Multiple Worlds

UNIT IV: SOCIALIZATION

4.0 LEARNING GOAL: Students will understand what is meant by “socialization”.

- 4.1 Students will define the term *socialization*.
- 4.2 Students will discuss the role socialization plays in human development.
- 4.3 Students will describe the effects of extreme isolation on children.
- 4.4 Students will explain key concepts of socialization from the symbolic interactionist, conflict, theorist, and functionalist perspectives.
- 4.5 Students will analyze the role of the family, school, peer group, and media in socializing young people.
- 4.6 Students will discuss processes for socialization in adulthood.

Performance Tasks (Performance Assessment):

- Students will take Examination of the Sociological code of Ethics with regard to socialization research on humans
- Students will take a multiple Choice exam
- Students will discuss and write an explanation of self essay topic

Academic Vocabulary: anticipatory socialization, desocialization, game stage, generalized other, hidden curriculum, “I”, imitation stage, looking-glass self, mass media, “me”, nature versus nurture, peer group, personality, play stage, reference group, resocialization, role taking, self-concept, significant others, socialization, total institutions

Sample Learning Activities:

- Students will complete a reflective journal
- Students will write and respond to lecture notes
- Students will be exposed to and will use the Frayer Vocabulary model

Instructional Resources/Technology Link(s):

- Reading Excerpt “*Tarzan*”
- *Lord of the Apes* by Edgar Rice Burrows
- Nova Video, “*Genie the Wild Child*”
- Video clip, “*The Stanford Experiment*”

UNIT V: SOCIAL STRUCTURE AND SOCIETY

5.0 LEARNING GOAL: Students will analyze the development of social structure and modern social systems

- 5.1 Students will explain what sociologists mean by *social structure*.
- 5.2 Students will discuss how statuses and roles are related to social structure.
- 5.3 Students will identify and illustrate the concepts of social structure.
- 5.4 Students will explain how culture and social structures are related.
- 5.5 Students will describe the means of subsistence in preindustrial societies.
- 5.6 Students will discuss the characteristics of industrial society.
- 5.7 Students will compare and contrast preindustrial, industrial, and postindustrial societies.

Performance Tasks (Performance Assessment):

- Students will complete a Multiple Choice exam
- Students will complete a Society Research Project

Academic Vocabulary: achieved status, agricultural society, ascribed status, gemeinschaft, gesellschaft, horticultural society, hunting and gathering society, industrial society, master statuses, mechanical solidarity, mechanization, obligations, organic solidarity, pastoral societies, postindustrial society, rights, role, role conflict, role performance, role strain, social interaction, social solidarity, social structure, society, status, status set, urbanization

Sample Learning Activities:

- Students will complete a reflective journal
- Students will write and respond to Lecture Notes
- Students will be exposed to and will use the Frayer Model Vocabulary
- Students will complete a Venn Diagram (Types of society)
- Students will participate in Role Conflict Role Plays
- Students will complete a Personal Status Set Cluster

Instructional Resources/Technology Link(s):

- www.coe.int/commissioner
- Bridging Multiple Worlds
- Teaching Tolerance
- Tolerance.org

UNIT VI: GROUPS AND FORMAL ORGANIZATIONS

6.0 LEARNING GOAL: Students will be able to define social groupings and explain the development of social organizations.

- 6.1 Students will be able to define the concepts of group, social category, and social aggregate.
- 6.2 Students will list the major characteristics of primary and secondary groups.
- 6.3 Students will describe five types of social interaction.
- 6.4 Students will discuss the advantages and disadvantages of bureaucracy.
- 6.5 Students will be able to distinguish between formal and informal organizations.
- 6.6 Students will discuss the use of power within an organization and demonstrate its importance with examples.

Performance Tasks (Performance Assessment):

- Students will take a Multiple Choice exam
- Students will write a Power Essay

Academic Vocabulary: authority, bureaucracies, coercion, conflict, conformity, cooperation, formal organization, group, groupthink, informal organization, in-group, iron law of oligarchy, out-group, power, primary group, primary relationships, rationalization, reference groups, secondary group, secondary relationships, social aggregate, social category, social exchange, social network

Sample Learning Activities:

- Students will keep a reflective Journal
- Students will write and respond to lecture Notes
- Students will be exposed to and use the Frayer Model Vocabulary
- Students will complete the Formal vs. Informal Organization T-square

Instructional Resources/Technology Link(s):

- www.unitedmedia.com/comics/dilbert

UNIT VII: DEVIANCE AND SOCIAL CONTROL

7.0 LEARNING GOAL: Students will understand how social control develops and the role it plays in society.

- 7.1 Students will be able to define deviance.
- 7.2 Students will define social control and identify the major types of social control.
- 7.3 Students will discuss the positive and negative consequences of deviance.
- 7.4 Students will be able to differentiate the major functional theories of deviance.
- 7.5 Students will discuss the conflict theory view of deviance.
- 7.6 Students will describe four approaches to crime control.
- 7.7 Students will explore and define the concept of power.
- 7.8 Students will define the concept of institutional power and how it contributes to deviance in society. **(BMW wk 8)**

Performance Tasks (Performance Assessment):

- Students will take a Multiple Choice exam
- Students will write an Essay, “*Racial Profiling in the United States*”
- Students will write an Essay, “*How do protective service careers utilize sociological theory?*”

Academic Vocabulary: American Prison Industrial Complex, anomie, control theory, crime, crimes of violence, criminal justice system, deterrence, deviance, deviant, differential association theory, incarceration, labeling theory, negative deviance, positive deviance, primary deviance, property crime, recidivism, rehabilitation, retribution, secondary deviance, social control, social sanctions, stigma, strain theory, victim discounting, white-collar crime

Sample Learning Activities:

- Students will complete a reflective journal
- Students will complete a Crime and Punishment in the United States research project
- Students will write and respond to Lecture notes
- Students will be exposed to and will use the Frayer Vocabulary model
- Students will complete a Minorities in prison graphing activities
- Students will participate in a Media Crime Coverage research project
- Students will complete Crime rate graphing activities
- Students will review and complete Crime rate mapping activities

Instructional Resources/Technology Link (s):

- Bridging Multiple Worlds

SOCIAL INEQUALITY

UNIT VIII: SOCIAL STRATIFICATION

8.0 **LEARNING GOAL:** Students will be able to understand the ideas of social stratification.

- 8.1 Students will be able to explain the relationship between stratification and social class.
- 8.2 Students will be able to compare and contrast the three dimensions of stratification.
- 8.3 Students will be able to state the differences among the three major perspectives on social stratification.
- 8.4 Students will identify the distinguishing characteristics of the major social classes in America.
- 8.5 Students will be able to describe the measurement and extent of poverty in the United States.
- 8.6 Students will discuss social mobility in the United States.
- 8.7 Students will examine the effects of capitalism on social stratification and its relationship to wealth and poverty. **(BMW wk 20)**
- 8.8 Students will define the concepts of wealth, power and prestige according to multiple cultural perspectives. **(BMW wk 9-12)**

Performance Tasks (Performance Assessment):

- Students will write an Essay, “*American Stratification*”
- Students will take a Multiple Choice exam

Academic Vocabulary: absolute poverty, bourgeoisie, caste system, class consciousness, false consciousness, feminization of poverty, horizontal mobility, income, intergenerational mobility, open-class system, power, prestige, proletariat, relative poverty, social class, social mobility, social stratification, underclass, vertical mobility, wealth, working poor

Sample Learning Activities:

- Students will write a reflective journal
- Students will write and respond to Lecture notes
- Students will be exposed to and will use the Frayer Vocabulary model
- Students will review the American Social Pyramid
- Students will complete a Research Project on global caste systems
- Poverty graphing/pie charts

Instructional Resources/Technology Link (s):

- www.nccp.org
- Bridging Multiple Worlds

UNIT IX: INEQUALITIES OF RACE AND ETHNICITY

9.0 **LEARNING GOAL:** Students will understand the inequalities due to race and ethnicity.

- 9.1 Students will describe what sociologists mean by the terms *minority*, *race*, and *ethnicity*.

- 9.2 Students will discuss patterns of racial and ethnic relations.
- 9.3 Students will discuss the difference between prejudice and discrimination.
- 9.4 Students will be able to explain how functionalists, conflict theorists, and symbolic interactionists view racial inequalities.
- 9.5 Students will compare the condition of American minorities with that of the white majority.
- 9.6 Students will understand the different manifestations of racism and describe the varying elements of discrimination. **(BMW wk 15)**
- 9.7 Students will explore why and how the concept of race began in America. **(BMW wk 7)**
- 9.8 Students will describe the concepts of oppression, institutional power and privilege in relation to American society. **(BMW wk 10)**
- 9.9 Students will examine the various historical examples of genocide including the Native Americans, The Holocaust, Latin America, Cambodia and Africa. **(BMW wk 23)**
- 9.10 Students will understand modern efforts to establish a global position on human rights. **(BMW wk 23)**

Performance Tasks (Performance Assessment):

- Students will write about a Genocide Essay topic
- Students will take a Multiple Choice exam
- Students will complete the WRITE Unit, “*Peace Begins with You*”

Academic Vocabulary: assimilation, cultural pluralism, de facto segregation, de jure segregation, discrimination, ethnic hate crime, ethnicity, ethnic minority, hidden unemployment, human rights, institutionalized discrimination, minority, genocide, minority, prejudice, race, racism, self-fulfilling prophecy, stereotype, subjugation, underclass

Sample Learning Activities:

- Students will keep a reflective journal
- Students will write a Genocide Essay topic
- Students will respond to and take Lecture notes
- Students will be exposed to and will use the Frayer Vocabulary model
- Students will complete a Global genocide mapping activity
- Students will complete an ethnic background research project
- Students will take a Museum of Tolerance Field trip

Instructional Resources/Technology Link(s):

- www.moviecliches.com/
- Bridging Multiple Worlds
- Rosa Parks film clip

UNIT X: INEQUALITIES OF GENDER AND AGE

10.0 **LEARNING GOAL:** Students will understand the inequalities of gender and age.

- 10.1 Students will be able to distinguish the concepts of sex, gender, and gender identity.
- 10.2 Students will summarize the perspectives on gender taken by functionalists, conflict theorists, and symbolic interactionists.
- 10.3 Students will be able to describe the status of women in the United States.
- 10.4 Students will be able to compare and contrast the ways in which functionalism, conflict theory, and symbolic interactionism approach ageism.
- 10.5 Students will discuss the inequality experienced by America's elderly.
- 10.6 Students will define and understand gender roles, forms of gender dominance and sexism in society. **(BMW wk 12)**
- 10.7 Students will define heterosexism and detail the violence, stereotypes and institutional oppression associated with sexual orientation. **(BMW wk 14)**
- 10.8 Students will examine the treatment of men and women in society and the role sexism plays in the social development and progress. **(BMW wk 12)**

Performance Tasks (Performance Assessment):

- Students will conduct an *Interview with the Elderly* Essay
- Students will take a Multiple Choice exam
- Students will write an Essay, "Are men and women treated differently in American society".

Academic Vocabulary: ageism, age stratification, beauty, biological determinism, gender dominance, gender identity, gender socialization, heterosexuality, homosexuality, interest groups, occupational permissiveness, restrictiveness, sex segregation, sex, sexism, sex stratification, transgender, transsexual

Sample Learning Activities:

- Students will keep a reflective journal
- Students will write and respond to Lecture notes
- Students will be exposed to and use the Frayer Vocabulary model
- Students will take a Multiple Choice exam
- Students will complete a Women's wages graphing activity
- Students will complete a research project on this unit of study
- Students will Compare and Contrast varying cultural perspectives towards the elderly
- Students will discuss Beauty across boundaries research project

Instructional Resources/Technology Link(s):

- www.cawp.rutgers.edu/Facts4.html
- Bridging Multiple Worlds

SOCIAL INSTITUTIONS

UNIT XI: THE FAMILY

11.0 **LEARNING GOAL:** Students will understand the family as a social institution.

11.1 Students will be able to describe types of family structure and norms for marriage arrangements.

11.2 Students will be able to compare and contrast views of the family proposed by the three major perspectives.

11.3 Students will outline the extent and cause of divorce in America.

11.4 Students will be able to give an overview of family violence in the United States.

11.5 Students will discuss the future of the family in the United States.

Performance Tasks (Performance Assessment):

- Students will take a Multiple Choice exam
- Students will write an Essay on “*Cohabitation in American Society*”

Academic Vocabulary: adolescents, bilateral, blended family, boomerang kids, cohabitation, divorce rate, dual-employed marriages, family of orientation, family of procreation, endogamy, equalitarian, exogamy, extended family, family, heterogamy, homogamy, incest, incest taboos, marriage, marriage rate, matriarchy, matrilineal, matrilocal, monogamy, neolocal, nuclear family, patriarchy, patrilineal, patrilocal, polyandry, polygamy, socioemotional maintenance

Sample Learning Activities:

- Students will keep a Reflective journal
- Students will conduct a Family genealogy project
- Students will write and respond to Lecture Notes
- Students will be exposed to and will use the Frayer Vocabulary model
- Students will take part in Family and Marriage graphing activities
- Students will take part in Family and Marriage mapping activities
- Students will take part in Marriage simulation

Instructional Resources/Technology Link(s):

- Geneology.com

UNIT XII: EDUCATION

12.0 **LEARNING GOAL:** Students will gain a more comprehensive understanding of the American educational system.

12.1 Students will discuss schools as bureaucracies.

12.2 Students will outline the basic functions of education.

12.3 Students will evaluate the merit-based nature of public education.

12.4 Students will be able to describe the ways in which schools socialize students.

12.5 Students will discuss educational inequality.

Performance Tasks (Performance Assessment):

- Students will write a Brown vs Board of Education research essay
- Students will take a Multiple Choice exam
- Students will write an Essay on the perspectives of educational stakeholders on education.

Academic Vocabulary: charter schools, cognitive ability, compensatory education, competition, cooperative learning, cultural bias, educational equality, formal schooling, for-profit schools, hidden curriculum, integrative curriculum, latent function, magnet schools, manifest function, meritocracy, multicultural education, open classroom, school desegregation, self-fulfilling prophecy, tracking, voucher system

Sample Learning Activities:

- Students will complete a Reflective journal
- Students will write and respond to Lecture notes
- Students will be exposed to and will use the Frayer Vocabulary model
- Students will complete an Annual income based on race/gender activity
- Students will complete Age graphing activities
- Students will complete High School completion mapping activities (minorities, dropout rates, gender, etc.)
- Students will take part in class debates - “*Do AP courses stratify*” or another topic

Instructional Resources/Technology Link(s):

- www.edreform.com
- PBS: Central High School 50 Years Later

UNIT XIII: POLITICAL AND ECONOMIC INSTITUTIONS

13.0 **LEARNING GOAL:** Students will identify political and economic authority

13.1 Students will be able to distinguish among power, coercion, and authority.

13.2 Students will be able to identify three forms of authority.

13.3 Students will discuss differences among democracy, totalitarianism, and authoritarianism.

13.4 Students will explain how voting is an exercise of power.

13.5 Students will list characteristics of capitalism and socialism.

13.6 Students will describe America’s changing workforce.

13.7 Students will discuss the consequences of corporate downsizing.

Performance Tasks (Performance Assessment):

- Students will take a Multiple Choice exam
- Students will write an Essay on a unit based writing topic

Academic Vocabulary: authoritarianism, authority, capitalism, charismatic authority, coercion, conglomerates, contingent employment, core tier, corporation, downsizing, economic institution, elitism, interest group, interlocking directorates, monopolies, multinationals, occupations, oligopolies, peripheral tier, political institution, political socialization, power, power elite, pluralism, primary sector, rational-legal authority, representative democracy, secondary sector, socialism, tertiary sector, totalitarianism, traditional authority,

Sample Learning Activities:

- Students will complete a Reflective journal
- Students will write and respond to Lecture notes
- Students will be exposed to and will use the Frayer Model Vocabulary
- Students will take part in Resume building activities

Instructional Resources/Technology Link(s):

- www.benjerry.com
- www.thebodyshop.ca

UNIT XIV: RELIGION

14.0 **LEARNING GOAL:** Students will understand the sociology of religion.

14.1 Students will be able to explain the sociological meaning of religion.

14.2 Students will be able to describe the different views of religion as seen by the major theoretical perspectives.

14.3 Students will be able to distinguish the basic types of religious organization.

14.4 Students will discuss the meaning and nature of religiosity.

14.5 Students will define secularization and describe its relationship to religiosity in the United States.

14.6 Students will discuss religious fundamentalism in the United States from the sociological perspective.

Performance Tasks (Performance Assessment):

- Students will take a Multiple Choice exam
- Students will write Essays on religion of choice

Academic Vocabulary: animism, church, cult, denomination, fundamentalism, idealism, legitimate, monotheism, polytheism, profane, Protestant ethic, religion, religiosity, sacred, sect, secularization, spirit of capitalism, supernaturalism

Sample Learning Activities:

- Students will complete a Reflective journal
- Students will take part in the power of cults research project
- Students will write and respond to Lecture notes
- Students will be exposed to and will use the Frayer Vocabulary model
- Students will take part in discussions on the National and global comparisons in religiosity graphing activities

- Students will complete World religions mapping activities
- Students will complete a Comparative religious analysis matrix

Instructional Resources/Technology Link(s):

- Students will examine a variety of religious documents

SOCIAL CHANGE

UNIT XV: POPULATION AND URBANIZATION

15.0 LEARNING GOAL: Students will understand the issue of population and urbanization.

- 15.1 Students will be able to identify the three population processes.
- 15.2 Students will be able to relate the ideas of Thomas Malthus and David Ricardo to population changes.
- 15.3 Students will be able to predict world population trends.
- 15.4 Students will trace the development of preindustrial and modern cities.
- 15.5 Students will compare and contrast four theories of city growth.
- 15.6 Students will describe the historical city.
- 15.7 Students will describe the contemporary city and newly developed globalized society **(BMW wk 20)**
- 15.8 Students will describe the problems that emerge as a result of the continued globalization process including violations with human rights **(BMW wk 23)**
- 15.9 Students will explain the influence and role of globalization in the September 11, 2001 attacks on the United States **(BMW wk 25)**

Performance Tasks (Performance Assessment):

- Students will complete an Essay “*Problems with overpopulation*”
- Students will take a Multiple Choice exam

Academic Vocabulary: census, central-city dilemma, city, concentric zone theory, crude birthrate, crude death rate, demographic transition theory, demography, dependency ratio, doubling time, edge city, exponential growth, family planning, fecundity, fertility, fertility rate, gentrification, globalization, gross migration, infant mortality rate, life expectancy, life span, migration, mortality, multiple nuclei theory, net migration rate, over urbanization, peripheral theory, population, population control, population momentum, population pyramid, replacement level, sector theory, suburbanization, total fertility rate, urban ecology, urbanization, zero population growth

Sample Learning Activities:

- Students will complete a Reflective journal
- Students will take and respond to Lecture notes
- Students will be exposed to and will use the Frayer Vocabulary model
- Students will take part in Population graphing activities
- Students will develop a fictitious town and apply a theory of city growth simulation

- Students will complete population mapping activities
- Students will discuss volunteer work to address urban blight and decay

Instructional Resources/Technology Link(s):

- www.pbs.org/newshour/forum/november96/wilson10.html
- Bridging Multiple Worlds

UNIT XVI: SOCIAL CHANGE AND COLLECTIVE BEHAVIOR

16.0 **LEARNING GOAL:** Students will understand collective behavior and social change.

16.1 Students will illustrate the three social processes that contribute to social change.

16.2 Students will discuss how technology, population, natural environment, revolution, and war cause cultures to change.

16.3 Students will be able to describe social change as viewed by the functionalist and conflict perspectives.

16.4 Students will discuss rumors, fads, and fashions.

16.5 Students will compare and contrast theories of crowd behavior

16.6 Students will compare and contrast theories of social movements.

16.7 Students will identify the historical and contemporary social movements by various groups in American Society. **(BMW wk 27-35)**

16.8 Students will examine the impact role plays on innocent civilians including the Japanese Internment during World War II and Italian-American discrimination.

16.9 Students will explore the various examples of human rights violations during declared conflicts including Kurds of Iraq, Armenian Genocide.

Performance Tasks (Performance Assessment):

- Students will take a Multiple Choice exam
- Students will write an Essay “*How to institute social change in America*”
- Students will complete the Caesar Chavez WRITE Institute Unit - Applying the value added theory to the French or American Revolutions
- Students will complete a Social movement web-site evaluation
- Students will write a “What if” Essay topic “*What would be the impact of global nuclear war?*”

Academic Vocabulary: alternative movement, arms control, collective action, collective behavior, collectivity contagion theory, convergence theory, crowd, deterrence, diffusion, disarmament, discovery, dispersed collectivity, emergent norm theory, equilibrium, fad, fashion, invention, mass hysteria, millenarian, mob, panic, peace, proliferation, propaganda, public opinion, redemptive movement, reformative movement, resource mobilization theory, revolution, revolutionary movement, riot, rumor, social change, social movement, social processes, technology, theory, urbanism, urban legend, value-added theory, war

Sample Learning Activities:

- Students will complete a reflective journal

- Students will complete a social Movement research project
- Students will write and respond to Lecture notes
- Students will be exposed to and will use the Frayer Vocabulary model
- Students will complete a War research project evaluating political decisions and influences
- Students will complete War casualty graphing activities (civilian vs. military, etc.)

Instructional Resources/Technology Link(s):

- www.urbanlegends.com/
- www.snopes2.com/
- Bridging Multiple Worlds suggested curricular connections: Pueblo Rebellions, Slave rebellions, Marcus Garvey and Black Nationalism, Zoot Suit Movement, Filipino Labor Organizing, Malcolm X, Black Panthers, Third World Liberation Front, Alcatraz, Takeover and Wounded Knee (AIM)