



North Carolina Department of Public Instruction

## **INSTRUCTIONAL SUPPORT TOOLS**

FOR ACHIEVING NEW STANDARDS

This document is designed to assist North Carolina educators in effective instruction of the new Common Core State and/or North Carolina Essential Standards (Standard Course of Study) in order to increase student achievement. NCDPI staff are continually updating and improving instructional tools to better serve teachers.

### ***Essential Standards: Sociology • Unpacked Content***

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

#### **What is the purpose of this document?**

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

#### **What is in the document?**

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

#### **How do I send Feedback?**

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at [feedback@dpi.state.nc.us](mailto:feedback@dpi.state.nc.us) and we will use your input to refine our unpacking of the standards. Thank You!

#### **Just want the standards alone?**

You can find the standards alone at <http://www.dpi.state.nc.us/acre/standards/new-standards/>

Note on Numbering: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Governance, **C**–Culture

## History

### Essential Standard:

**12.H.1 Understand the discipline of sociology using various perspectives and research methods.**

Concept(s):

### Clarifying Objectives

### Unpacking

What does this standard mean a student will understand, know and be able to do?

**12.H.1.1 Explain the development of sociology as a social science.**

#### The student will understand that:

- The study of human relationships reveals the ideals, beliefs, values, and institutions of a culture.
- The study of human nature reveals the ideals, beliefs, values, and institutions of a culture.

#### For example:

Sociology, pioneered by Auguste Comte, developed after the American and French Revolutions when the concepts of individualism and equality were developing and different aspects of social life began to be studied, using the five key concepts of social structure, social action, functional integration, power, and culture.

#### The student will know:

- Sociology is an empirical science that uses research methods to analyze data objectively in order to study human society in the social world.
- Some of the early sociologists include Auguste Comte, Herbert Spencer, Emile Durkheim, Max Weber
- The difference between Sociology and other social sciences i.e. psychology, anthropology, and political science

#### Suggested Resources:

- <http://www.asanet.org/introsociology/Documents/CurriculumIntroSoc032709.html#unitone>
- <http://www.asanet.org/teaching/resources.cfm>

<p><b>12.H.1.2 Compare the theoretical perspectives of functionalism, conflict, and symbolic interactionism used to explain social phenomena.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Theoretical perspectives can explain social phenomena.</li> </ul> <p><b>For example:</b> Structural Functionalism sees a family as a complex structure with many interacting parts. Conflict perspectives see the family as an institution that may perpetuate social inequalities. Symbolic Interaction sees the family as defined by the relationships established in it.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Theoretical perspectives such as functionalism, conflict, and symbolic interactionism may be used to explain social phenomena.</li> </ul> <p><b>For example:</b> The five key concepts of sociology helps explain social phenomena, that is, the behavior that influences humans to live and relate to one another.</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.colorado.edu/communication/meta-discourses/Papers/App_Papers/Nelson.htm">http://www.colorado.edu/communication/meta-discourses/Papers/App_Papers/Nelson.htm</a></li> <li>• <a href="http://www.nyu.edu/gsas/dept/philo/faculty/block/papers/functionalism.html">http://www.nyu.edu/gsas/dept/philo/faculty/block/papers/functionalism.html</a></li> <li>• <a href="http://writingcenter.unc.edu/resources/handouts-demos/writing-for-specific-fields/sociology">http://writingcenter.unc.edu/resources/handouts-demos/writing-for-specific-fields/sociology</a></li> </ul>
<p><b>12.H.1.3 Use quantitative and qualitative studies and methods such as surveys, polls, and statistics to conduct sociological research.</b></p>	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Quantitative and qualitative studies are used to conduct sociological research.</li> <li>• People may learn about the social world through research</li> </ul> <p><b>For example:</b> Surveys, polls, interviews, experiments, and statistics are examples of research methods and studies that are used in sociological research.</p> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Conduct research using both quantitative and qualitative methodology.</li> </ul> <p><b>For example:</b></p>

	<p>Statistical, mathematical or computational techniques (quantitative) and the why and how of decision making (qualitative) are used to gather an in-depth understanding of human behavior and the reasons that govern such behavior.</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.socresonline.org.uk/">http://www.socresonline.org.uk/</a></li> <li>• <a href="http://www.asanet.org/teaching/resources.cfm">http://www.asanet.org/teaching/resources.cfm</a></li> </ul>
<p><b>12.H.1.4 Evaluate various sociological research studies and methods in terms of sampling techniques, bias, validity, reliability, applicability and ethics.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Research studies and methods may not always be free of bias, valid, reliable, applicable, or ethical.</li> </ul> <p><b>For example:</b> Emile Durkheim used empirical research to explain the social causes as to why people attempt or commit suicide.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Various sociological research methods and how they can be applied to explain human behavior.</li> <li>• How to evaluate research studies</li> </ul> <p><b>For example:</b> The methodology of the scientific method, as used in sociology, uses the seven step Durkheim model to conduct research on human behavior.</p> <ul style="list-style-type: none"> <li>• The different sampling techniques used in research</li> <li>• The difference between validity and reliability</li> <li>• Examples of ethical behavior in sociological research</li> </ul> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.asanet.org/about/ethics.cfm">http://www.asanet.org/about/ethics.cfm</a> -The American Sociological Association’s Code of Ethics</li> <li>• <a href="http://www.isr.umich.edu/home/education/resources.html">http://www.isr.umich.edu/home/education/resources.html</a></li> <li>• <a href="http://www.socresonline.org.uk/">http://www.socresonline.org.uk/</a></li> </ul>

# Culture

## Essential Standard:

12.C.1 Understand how cultures and its diversity sustain humanity.

Concept(s):

### Clarifying Objectives

### Unpacking

What does this standard mean a student will understand, know and be able to do?

12.C.1.1 Compare various cultures using the sociological perspectives.

#### The student will understand that:

- The human behavior over time and across cultures exhibit similar patterns.
- People across the world live life and interact in very different ways

#### For example:

Comparing the similarities of two African tribes helps sociologists understand African cultures.

#### The student will know:

- How to study various cultures from the sociological perspective to understand human behavior.

#### For example:

In comparing cultures, students need to be cognizant of bias such as ethnocentrism, relativism, so as to study the culture as it is and not how it is in comparison to one's own culture.

- The basic elements of culture include knowledge, language, symbols, values, norms, beliefs, and artifacts.
- Ideal Culture, Real Culture, Culture Shock, Cultural Diffusion, Assimilation

#### Suggested Resources:

- Human Culture: What is Culture? [http://anthro.palomar.edu/culture/culture\\_1.htm](http://anthro.palomar.edu/culture/culture_1.htm)

	<ul style="list-style-type: none"> <li>• <a href="http://www.asanet.org/teaching/resources.cfm">http://www.asanet.org/teaching/resources.cfm</a></li> </ul>
<p><b>12.C.1.2 Exemplify various subcultures and how they distinguish themselves from the larger culture.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Groups distinguish themselves from each other through values, beliefs, and practices.</li> </ul> <p><b>For example:</b> Cultural diversity and subcultures - ethnic subcultures such as Hispanics</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Examples of how groups distinguish themselves from the larger culture through their values, beliefs, and practices.</li> <li>• How sociologists relate subcultures and countercultures to mainstream culture.</li> </ul> <p><b>For example:</b> Variation in language among people in different locations of the US may be part of subcultures.</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://en.articlesgratuits.com/distinguishing-countercultures-and-subcultures-id1524.php">http://en.articlesgratuits.com/distinguishing-countercultures-and-subcultures-id1524.php</a></li> <li>• <a href="http://hrsbstaff.ednet.ns.ca/mskinner/Sociology/Culture/subcultures_and_countercultures.htm">http://hrsbstaff.ednet.ns.ca/mskinner/Sociology/Culture/subcultures_and_countercultures.htm</a></li> <li>• Video: Do You Speak American?, Supporting materials at <a href="http://www.pbs.org/speak/">http://www.pbs.org/speak/</a></li> </ul>
<p><b>12.C.1.3 Explain the influence of values, norms, folkways, and mores on people’s behaviors within cultures and subcultures of the United States.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Normal behavior may be defined differently in different cultures.</li> </ul> <p><b>For example:</b> Rules of etiquette vary from culture to culture.</p> <ul style="list-style-type: none"> <li>• Norms and values may vary among different subcultures in the United States</li> <li>• Values may help to shape the norms of a culture.</li> <li>• The values of a culture may change over time.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How sociologists define values, norms, folkways, and mores</li> </ul>

	<ul style="list-style-type: none"> <li>• Folkways, Mores, and Laws are types of social norms</li> <li>• Sanctions are punishments and rewards that encourage conformity to norms.</li> <li>• Williams’ Theory of American Values</li> <li>• Examples from history of how values have influenced the behavior of a culture</li> </ul> <p><i>Note:</i> An interesting article on African American etiquette that may be a good starting point for conversation is <a href="http://leilanientertainment.com/spiritual/etiquette.htm">http://leilanientertainment.com/spiritual/etiquette.htm</a>, for teachers to read.</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://savior.hubpages.com/hub/basicconceptculture">http://savior.hubpages.com/hub/basicconceptculture</a></li> <li>• <a href="http://www.asanet.org/teaching/resources.cfm">http://www.asanet.org/teaching/resources.cfm</a></li> </ul>
<p><b>12.C.1.4 Compare different types of societies, such as agrarian, industrial, and post-industrial.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Different types of societies may emerge based on the values of the people in them.</li> </ul> <p><b>For example:</b> Agrarian, industrial, and post-industrial societies develop as peoples values and economic capabilities have changed.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How a society differs from a culture</li> <li>• Differences between types of societies</li> </ul> <p><b>For example:</b> Compare the different types of societies in terms of government, economy, standard of living, education, etc.</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.sociologyguide.com/types-of-society/index.php">http://www.sociologyguide.com/types-of-society/index.php</a></li> <li>• <a href="http://www.asanet.org/teaching/resources.cfm">http://www.asanet.org/teaching/resources.cfm</a></li> </ul>

**Essential Standard:****12.C.2 Understand how socialization regulates individual behavior.**

Concept(s):

**Clarifying Objectives****Unpacking**

What does this standard mean a student will understand, know and be able to do?

**12.C.2.1 Analyze the theoretical development of perspectives on socialization.****The student will understand that:**

- The way people understand society and culture may be influenced by several factors.
- People may view the process of socialization differently.

**The student will know:**

- Socialization is the lifelong process of learning one's culture and the acceptable behavior within it
- Major theories of socialization include Cooley's Looking Glass Self, Mead's Social Self, Piaget's Theory of Development of Reasoning, Freud's Theory of Personality.
- Ways the different theoretical perspectives view the process of socialization.

**Suggested Resources:**

- <http://edu.learnsoc.org/Chapters/4%20key%20concepts%20in%20sociology/9%20socialization.htm>
- Pratt, Cynthia W., Janice G. Rienenrth, and Meredith Jones. *The Creative Sociology Classroom*. 1. 1. Blowing Rock: Integrity House Publishing, 2006. 33-40. Print.
- <http://www.sociosite.net/topics/sociologists.php>

**12.C.2.2 Analyze the roles of the family, school, peer groups, and media in socializing adolescents.****The student will understand that:**

- Many factors may influence behaviors, values and beliefs
- Some factors may influence behaviors, values, and beliefs more strongly than others
- The social environment may impacts one's socialization

**For example:**

Isolation and heredity may impact socialization

	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How agents of socialization contribute to the socialization process</li> <li>• Functions of the family include procreation, socializing future generations, teaching morals and values, transmitting language. Family is the primary agent of socialization for most people.</li> <li>• Functions of schooling include transmitting culture and knowledge, socialization, tracking and developing future talents, generating social change, producing new knowledge and technology.</li> <li>• Media portrays what becomes acceptable images of males and females.</li> <li>• The peer groups allows people to experience conflict, cooperation, competition, and role-models that teach about the norms of a culture.</li> </ul> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• Film: Goodman, Barak. 2001. <i>Frontline: The Merchants of Cool</i>. Boston: WGBH Educational Foundation. (This film deals with how the media markets to teenagers)</li> <li>• <a href="http://www.faculty.rsu.edu/users/f/felwell/www/Theorists/Durkheim/index2.htm">http://www.faculty.rsu.edu/users/f/felwell/www/Theorists/Durkheim/index2.htm</a></li> </ul>
<p><b>12.C.2.3 Explain the impact of social organizations (such as families), social structures (such as marriage), and social institutions (such as schools) on individuals and groups within society.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• The individual and a society may be impacted by social structures</li> <li>• People learn cultural ways through different means of social interactions</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Families often perpetuate their values and beliefs to their children.</li> <li>• What is and is not taught in schools shapes the views of individuals.</li> <li>• How sociologists define role, status, achieved status, ascribed status, status set, master status, role conflict, role strain, role exit and how these ideas shape a person’s behavior.</li> </ul> <p><b>For example:</b> A person who defines their master status as “teacher” may behave differently from a person who defines their master status as “mother”.</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.asanet.org/introsociology/Documents/CurriculumIntroSoc032709.html">http://www.asanet.org/introsociology/Documents/CurriculumIntroSoc032709.html</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="http://www.asanet.org/teaching/resources.cfm">http://www.asanet.org/teaching/resources.cfm</a></li> <li>• Pratt, Cytניה W., Janice G. Rienenrth, and Meredith Jones. <i>The Creative Sociology Classroom</i>. 1. 1. Blowing Rock: Integrity House Publishing, 2006. 67-80. Print.</li> </ul>
<p><b>12.C.2.4 Compare the formal and informal social organizations, structures, and institutions of the United States with global societies.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Different types of social groups may shape a society.</li> </ul> <p><b>For example:</b> Families, circle of friends, classmates, churches, corporations may influence people.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The difference between social groups and formal organizations</li> <li>• Characteristics of primary social groups, secondary social groups, and networks</li> <li>• Characteristics of formal organizations and bureaucracies</li> </ul> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.asanet.org/teaching/resources.cfm">http://www.asanet.org/teaching/resources.cfm</a></li> <li>• <a href="http://www.sociologyguide.com/organization-and-individual/formal-and-informal.php">http://www.sociologyguide.com/organization-and-individual/formal-and-informal.php</a></li> </ul>
<p><b>12.C.2.5 Use knowledge gained from research on socialization to manage daily problems and improve the quality of life.</b></p>	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How to apply research on socialization to daily problems</li> <li>• How people solve problems connected to socialization</li> <li>• When desocialization and resocialization are needed to modify a person’s thought processes and behaviors to a socially acceptable standard.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Apply the research studied in class to daily problems in their schools and communities.</li> </ul> <p><b>For example:</b> Use the methodologies described in Theda Skocpol’s <i>States and Social Revolutions</i> and comparative analysis to predict trends.</p> <p><b>Suggested Resources:</b></p>

	<ul style="list-style-type: none"> <li>• Excerpts from Theda Skocpol’s <i>States and Social Revolutions</i>, <a href="http://markweatherall.wordpress.com/2009/11/30/states_and_social_revolutions/">http://markweatherall.wordpress.com/2009/11/30/states_and_social_revolutions/</a></li> <li>• <a href="http://www.asanet.org/teaching/HighSchool.cfm">http://www.asanet.org/teaching/HighSchool.cfm</a></li> <li>• <a href="http://video.pbs.org/video/2186572187/">http://video.pbs.org/video/2186572187/</a></li> </ul>
<p><b>Essential Standard:</b>  <b>12.C.3 Analyze human behavior in terms of conformity and deviance.</b></p> <p><b>Concept(s):</b> conformity, deviance, society, culture</p>	
<p><b>Clarifying Objectives</b></p>	<p><b>Unpacking</b>  What does this standard mean a student will understand, know and be able to do?</p>
<p><b>12.C.3.1 Analyze several sociological theories related to conformity and deviance according to the different theoretical perspectives.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Deviance may be defined and explained through varying perspectives</li> <li>• What is deviant in one culture may not be deviant in another culture</li> </ul> <p><b>For example:</b>  Looking someone in the eye when speaking to them is not considered deviant in some cultures but breaks social norms in other cultures.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How each theoretical perspective approaches the study of deviance</li> </ul> <p><b>For example:</b>  Structural Functionalists may say that deviance is only deviance in the presence of social norms</p> <ul style="list-style-type: none"> <li>• Several theories related to the study of deviance such as the Labeling Theory, Merton’s Strain Theory, Sutherland’s Differential Association, and Hirschi’s Control Theory</li> </ul>

	<p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.criminology.fsu.edu/crimtheory/sutherland.html">https://www.criminology.fsu.edu/crimtheory/sutherland.html</a></li> <li>• <a href="http://www.sociologyguide.com/questions/deviance-socialcontrol.php">http://www.sociologyguide.com/questions/deviance-socialcontrol.php</a></li> <li>• <a href="http://www.crlt.umich.edu/tstrategies/sociology.php">http://www.crlt.umich.edu/tstrategies/sociology.php</a></li> <li>• <a href="http://edu.learnsoc.org/Chapters/3%20theories%20of%20sociology/6%20deviance%20theories.htm">http://edu.learnsoc.org/Chapters/3%20theories%20of%20sociology/6%20deviance%20theories.htm</a></li> <li>• <a href="http://www.valdosta.edu/~klowney/devtheories.htm">http://www.valdosta.edu/~klowney/devtheories.htm</a></li> </ul>
<p><b>12.C.3.2 Analyze the development of conformity to standards in American society and how deviance develops in individuals or groups.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• People may choose to conform or not to conform to the norms of a group</li> </ul> <p><b>For example:</b> Freedom Riders chose to go against the norms of southern society through civil disobedience.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Deviance occurs for a variety of reasons and to varying degrees</li> <li>• Violations of norms that are not in law can produce less serious consequences than violating norms that are in law (for example, wearing white after Labor Day will not result in an arrest)</li> <li>• The difference between norms, mores, folkways, and laws</li> <li>• Laws classify levels of deviance such as misdemeanors and felonies</li> <li>• Conformity is encouraged through a variety of social controls</li> <li>• Deviance is not always negative, it can be positive</li> <li>• Deviance is a learned behavior</li> </ul> <p><b>For example:</b> A child learning “bad” words from the people around them.</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.asanet.org/teaching/HighSchool.cfm">http://www.asanet.org/teaching/HighSchool.cfm</a></li> <li>• Asch Conformity Experiment <a href="http://www.youtube.com/watch?v=TYIh4MkcfJA">http://www.youtube.com/watch?v=TYIh4MkcfJA</a></li> </ul>
<p><b>12.C.3.3 Analyze ways in which society uses social control to discourage</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Society may use different techniques to encourage conformity</li> <li>• Different societies have different expectations for human behavior.</li> </ul>

<p><b>deviant behavior.</b></p>	<ul style="list-style-type: none"> <li>• Deviant behavior may be punished.</li> </ul> <p><b>For example:</b> The Milgram Experiment on obedience</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Society can use formal and informal means to control social behaviors.</li> </ul> <p><b>For example:</b> If a person makes an inappropriate comment, the range of social controls used to change behavior may range from another person pointing out the inappropriateness of the comments to a lawsuit or loss of a job due to the comments.</p> <p>Money and needing to keep a job can be a form of social control to encourage conformity in the workplace.</p> <ul style="list-style-type: none"> <li>• Punishment may be used to control deviant behavior</li> </ul> <p><b>For example:</b> Violations of the law may result in a range of legal action, such as probation, incarceration, and capital punishment.</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• Milgram Experiment: <a href="http://www.youtube.com/watch?v=W147ybOdgpE&amp;feature=related">http://www.youtube.com/watch?v=W147ybOdgpE&amp;feature=related</a></li> <li>• <a href="http://www.soc.umn.edu/research/trc.html">http://www.soc.umn.edu/research/trc.html</a></li> </ul>
<p><b>12.C.3.4 Analyze countercultures in terms of their development and influence on society.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Countercultures influence their communities to varying degrees</li> <li>• Countercultures may develop to challenge mainstream culture</li> </ul> <p><b>For example:</b> Hippies protesting again the Establishment culture of the 1960s.</p>

	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How countercultures develop</li> <li>• How countercultures influence society</li> <li>• How countercultures define themselves</li> <li>• That countercultures are defying mainstream society</li> </ul> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://hrsbstaff.ednet.ns.ca/mskinner/Sociology/Culture/subcultures_and_countercultures.htm">http://hrsbstaff.ednet.ns.ca/mskinner/Sociology/Culture/subcultures_and_countercultures.htm</a></li> <li>• The Making of a Counter Culture - Reflections on the Technocratic Society and Its Youthful Opposition <a href="http://www.ucpress.edu/book.php?isbn=9780520201224">http://www.ucpress.edu/book.php?isbn=9780520201224</a></li> </ul>
<p><b>12.C.3.5 Use knowledge gained from theoretical analysis on deviance and conformity to manage daily problems and improve the quality of life.</b></p>	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• What constitutes deviance in a given society</li> <li>• How deviant behavior effects society</li> <li>• What methods does society use to encourage conformity</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify examples of deviant behavior in his or her society</li> <li>• Analyze the causes of deviant behavior</li> <li>• Evaluate methods that encourage conformity</li> </ul> <p><b>For example:</b> A student may notice that deviance is controlled in the school setting through peer pressure, rules and punishments, and other social controls.</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.asanet.org/teaching/HighSchool.cfm">http://www.asanet.org/teaching/HighSchool.cfm</a></li> <li>• <a href="http://www.asanet.org/introsociology/home.html">http://www.asanet.org/introsociology/home.html</a></li> <li>• <a href="http://www.people.vcu.edu/~jmahoney/deviance.htm">http://www.people.vcu.edu/~jmahoney/deviance.htm</a></li> </ul>

**Essential Standard:****12.C.4 Analyze human relationships in terms of inequality and stratification.****Concept(s):****Inequality, social stratification, social class, discrimination,****Clarifying Objectives****Unpacking**

What does this standard mean a student will understand, know and be able to do?

**12.C.4.1 Analyze the theoretical development of perspectives on social problems related to inequalities and stratification.****The student will understand that:**

- Theories may help to explain social problems.
- Social problems may be relative to time, social group, power, and ideology.
- People may divide themselves based on many different classifications

**For example:**

Divisions in society occur based on race, gender, social class, age, and sexual orientation

**The student will know:**

- How sociologists define a social problem

**For example:**

Poverty resulting from class differences.

- How each theoretical perspective views problems of inequality

**For example:**

Discrimination based on race, gender, sexual orientation, age can be viewed differently through the different perspectives.

- How sociologists define social stratification
- What differences are the basis for social stratification

	<p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.trinity.edu/mkearl/strat.html">http://www.trinity.edu/mkearl/strat.html</a></li> <li>• “That’s Not Fair!” A Simulation <a href="http://tso.sagepub.com/content/32/2/177.abstract">http://tso.sagepub.com/content/32/2/177.abstract</a></li> </ul>
<p><b>12.C.4.2 Analyze how individuals and groups respond to and resolve issues of discrimination.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• People may handle discrimination in different ways</li> </ul> <p><b>For example:</b> Laws attempt to resolve issues of discrimination, groups have marched in response to discrimination, and individuals have used civil disobedience in order to bring attention to discrimination.</p> <ul style="list-style-type: none"> <li>• Resolution to issues of discrimination may take long periods of time, even generations.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• various methods of responding to and resolving issues of discrimination</li> </ul> <p><b>For example:</b> Mediation to resolve conflicts over gender inequality.</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.tolerance.org/activity/fighting-prejudice-and-discrimination-against-people-learnin">http://www.tolerance.org/activity/fighting-prejudice-and-discrimination-against-people-learnin</a></li> <li>• <a href="http://www.trinity.edu/~mkearl/race.html">http://www.trinity.edu/~mkearl/race.html</a></li> </ul>
<p><b>12.C.4.3 Analyze how social inequalities and stratifications are perpetuated by social institutions.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Social inequalities may be sustained through the involvement of social institutions.</li> </ul> <p><b>For example:</b> A society may look unfavorably on a marriage where the woman makes more money than the man, two people of different races are married, or one person in the marriage comes from a more significantly wealthy background than the other partner</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Social inequalities can be influenced by social institutions</li> </ul>

	<ul style="list-style-type: none"> <li>• Social inequalities are associated with marriage, families, schools, religion, political systems, and economic systems</li> </ul> <p><b>For example:</b> Only one black President has ever been elected and no females have ever been elected President or Vice-President.</p> <p><b>For example:</b> College education can be very expensive, therefore excluding some students who do not have the financial capability to attend.</p> <ul style="list-style-type: none"> <li>• Social stratifications cross social, economic, political, and ideological dimensions</li> </ul> <p><b>For example:</b> There are correlations between social class and political party affiliations</p> <ul style="list-style-type: none"> <li>• Social mobility is difficult for some groups to obtain</li> </ul> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.tolerance.org/activity/fighting-prejudice-and-discrimination-against-people-learnin">http://www.tolerance.org/activity/fighting-prejudice-and-discrimination-against-people-learnin</a></li> <li>• <a href="http://www.sociologyguide.com/social_inequality_exclusion/prejudices.php">http://www.sociologyguide.com/social_inequality_exclusion/prejudices.php</a></li> </ul>
<p><b>12.C.4.4 Analyze how socioeconomic class, race, ethnicity, gender and social standing impact relationships.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• People relate to each other according to their differences.</li> <li>• Social inequalities may make for difficulties in social relationships</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How to determine the impact that socioeconomics, race, ethnicity, gender and social standing have on relationships</li> </ul> <p><b>For example:</b> Inequality impacts all types of relationship including social relationships, friendships, marriages, family relationships, workplace relationships</p>

	<p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.apa.org/pi/ses/resources/publications/social-class-curricula.pdf">http://www.apa.org/pi/ses/resources/publications/social-class-curricula.pdf</a></li> <li>• <a href="http://www.trinity.edu/~mkearl/strat.html">http://www.trinity.edu/~mkearl/strat.html</a></li> <li>• Video: People Like Us from PBS. Companion website at <a href="http://www.pbs.org/peoplelikeus/">http://www.pbs.org/peoplelikeus/</a></li> </ul>
<p><b>12.C.4.5 Use sociological perspectives on inequality and stratification to solve problems and improve the quality of life.</b></p>	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• That sociological perspectives can help solve social problems and improve one’s quality of life</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Apply sociological perspectives to social problems to improve the quality of life</li> <li>• Analyze the causes of social problems related to social inequalities</li> </ul> <p><b>For example:</b> A student will be able to see issues of inequality in the school setting and be able to promote change.</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://homepages.ius.edu/gloss/socprobhome/id31.htm">http://homepages.ius.edu/gloss/socprobhome/id31.htm</a></li> <li>• <a href="http://www.sssp1.org/">http://www.sssp1.org/</a></li> </ul>
<p><b>Essential Standard:</b> <b>12.C.5 Analyze the changing nature of society and the collective responses to change.</b></p> <p><b>Concept(s): Change, Society, Economics, War, Politics, technology, movements</b></p>	
<p><b>Clarifying Objectives</b></p>	<p><b>Unpacking</b> What does this standard mean a student will understand, know and be able to do?</p>
<p><b>12.C.5.1 Analyze the theories that explain the changing nature of society and the collective responses to such change.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Sociologists have different theories to try to explain the changing nature of society</li> <li>• Many factors may contribute to the way society changes over time</li> </ul>

	<p><b>For example:</b> Economy, technology, discovery and invention, media, political changes all may influence the way a society approaches daily life</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Several theories that attempt to explain the changing nature of society</li> </ul> <p><b>For example:</b> Parson’s Theory from the Functionalist Perspective, Dahrendorf’s Theory from the Conflict Perspective, Tonnie’s Theory from the Symbolic Interactionism Perspective</p> <ul style="list-style-type: none"> <li>• How to analyze the collective responses to society’s changes</li> <li>• What is collective behavior and what are some ways it is exhibited</li> </ul> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.sociosite.net/topics/sociologists.php">http://www.sociosite.net/topics/sociologists.php</a></li> <li>• <a href="http://www.asanet.org/introsociology/TeacherResources/ContentsForTeaResources.html">http://www.asanet.org/introsociology/TeacherResources/ContentsForTeaResources.html</a></li> <li>• <a href="http://www.umsl.edu/~keelr/3210/3210_lectures/conflict_theory.html">http://www.umsl.edu/~keelr/3210/3210_lectures/conflict_theory.html</a></li> </ul>
<p><b>12.C.5.2 Analyze social change in terms of the influences of technological and industrial development.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Technology and industrial development have influenced social change</li> <li>• Society’s daily operations may change when new technologies emerge</li> </ul> <p><b>For example:</b> The cell phone, the computer, and social network websites have all contributed to changing the way people communicate with each other</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Specific examples of how technology and industrial development has changed society</li> <li>• How industrialization leads to change</li> </ul> <p><b>For example:</b> Technologies have moved agricultural societies into industrial societies, which changes the way economic activities are handled</p>

	<ul style="list-style-type: none"> <li>• Characteristics of postindustrial societies</li> </ul> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.sociologyguide.com/types-of-society/Characteristics-of-Industrial-Society.php">http://www.sociologyguide.com/types-of-society/Characteristics-of-Industrial-Society.php</a></li> <li>• <a href="http://gsociology.icaap.org/report/tech1sum.html">http://gsociology.icaap.org/report/tech1sum.html</a></li> </ul>
<p><b>12.C.5.3 Analyze social change in terms of the influences of governmental policy and laws.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Governmental policy and laws influence social change</li> <li>• Society’s daily operations may change when new law and policies emerge</li> </ul> <p><b>For example:</b> Civil Rights Acts, Suffrage, and Prohibition have affected the way Americans live and interact with each other.</p> <p><b>For example:</b> Nuremberg Laws and the breaking up of the Soviet Union affected the way the people in those countries lived and interacted with each other.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Governmental policy and laws can influence social change</li> <li>• The difference between power and authority</li> <li>• How the type of government in a country shapes the way people react to change</li> </ul> <p><b>For example:</b> Germans adjustment to life in a unified country once the Berlin Wall came down</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• The Fall of the Berlin Wall - A Personal Account <a href="http://andreas.com/berlin.html">http://andreas.com/berlin.html</a></li> <li>• Life After the Holocaust - <a href="http://www.ushmm.org/wlc/en/article.php?ModuleId=10007193">http://www.ushmm.org/wlc/en/article.php?ModuleId=10007193</a></li> <li>• <a href="http://gsociology.icaap.org/report/polsum.html">http://gsociology.icaap.org/report/polsum.html</a></li> </ul>
<p><b>12.C.5.4 Analyze social change in terms of the</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• War and other conflicts perpetuate social change</li> </ul>

<p><b>influences of war and conflict.</b></p>	<ul style="list-style-type: none"> <li>● Society’s daily operations may change due to war, conflict, and political unrest</li> <li>● <b>Conflict can help correct social injustices and inequalities</b></li> </ul> <p><b>For example:</b> The American Civil War helped to correct the injustices of slavery.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>● How war and conflict can influence social change For example: War breaks down barriers between countries, leading to people coming together and sharing cultural ideas</li> <li>● The concept of revolution and how revolutions create social change</li> </ul> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="http://www.asanet.org/introsociology/TeacherResources/ContentsForTeaResources.html">http://www.asanet.org/introsociology/TeacherResources/ContentsForTeaResources.html</a></li> <li>● <a href="http://www.globalissues.org/article/157/war-propaganda-and-the-media">http://www.globalissues.org/article/157/war-propaganda-and-the-media</a></li> </ul>
<p><b>12.C.5.5 Analyze social change in terms of the influences of economic trends and choices.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>● Economic trends and economic choices influence social change</li> <li>● Society’s daily operations may change due to changes in the economy</li> </ul> <p><b>For example:</b> An economic downturn leading to the “extreme couponing” craze, the role of women in the workplace becoming more accepted</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>● The state of the economy and the economic choices made by individuals and governments influence social change</li> <li>● Economic changes affect the spending habits of consumers</li> </ul> <p><b>For example:</b> In an economic downturn, families may choose to spend money on food and necessities rather than entertainment (going to the movies, amusement parks etc). In times of economic prosperity, people are more willing to spend money on wants rather than needs.</p>

	<p>For example: People may splurge on a vehicle that does not get high gas mileage during economic prosperity, but opt for a more fuel efficient vehicle during economic recession</p> <ul style="list-style-type: none"> <li>• Employment and Unemployment are directly linked to social phenomena such as crime, changes in family life, and changes in social standing.</li> </ul> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.fightpoverty.mmbrico.com/poverty/economic.html">http://www.fightpoverty.mmbrico.com/poverty/economic.html</a></li> <li>• <a href="http://www.splcenter.org/what-we-do/teaching-tolerance">http://www.splcenter.org/what-we-do/teaching-tolerance</a></li> </ul>
<p><b>12.C.5.6 Use sociological perspectives on societal change to predict social issues and problems.</b></p>	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How to apply sociological perspectives to predict social issues and problems</li> <li>• Social change can lead to unanticipated social issues and problems</li> </ul> <p><b>For example:</b> The rise of the internet as a social change has led to social issues such as cyber-bullying.</p> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Apply the sociological perspectives on societal change to predict probable social issues and problems</li> <li>• Identify social changes that are taking place and think through what problems may arise from the change</li> </ul> <p><b>For example:</b> The increase of women in the workplace has led to social concerns associated with latch-key kids, the decline of the traditional family, and the cultural value of men as the provider for the family.</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.globalissues.org/">http://www.globalissues.org/</a></li> <li>• <a href="http://www.alaskool.org/resources/teaching/NCSSBulletin/NCSSBulletin.html">http://www.alaskool.org/resources/teaching/NCSSBulletin/NCSSBulletin.html</a></li> </ul>