PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Sociology

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Curriculum writing committee:

George Gelderman

Grade Level:

10-12

Date of Board Approval: _____2021___

Course Weighting: Sociology

Tests (3-5 per quarter)	100 points per test
Homework/Classwork (weekly)	10 – 20 points each
Projects (1-2 per quarter)	50 – 100 points
Participation	100 points

Curriculum Map

Overview:
This course is designed to provide a solid foundation for students planning on taking additional sociology courses in college. It is a comprehensive study of the basic history, concepts, principles and applications of group theory in contemporary American society. The first part of the course focuses on how culture influences us as well as our socialization and compares macro-sociology and micro-sociology. Included in the first part is a unit on sociological research. The second part of the course begins an overview of the socialization process and then moves on to a focus on macro-sociology with an emphasis on groups, complete societies, formal organizations and social control with a focus on how these elements work together to maintain social order. The course ends with a unit on the effects of media and technology on society. Completing at least fifteen (15) hours of community service is a semester-long course requirement designed so students will gain a greater appreciation of their responsibilities and duties as interactive community members and as citizens in a democratic society.

Time/Credit for the Course: 1 Semester, ½ Credit

Curriculum Writing Committee: George Gelderman

Goals:

Understanding of:

Marking Period One / Three:
- What sociology is.
- The history of sociology.
- Three main paradigms (perspectives) in sociology.
- Approaches to sociology (the scientific method and an interpretive framework).
- Different research methods.
- The importance of ethics in sociological research.
- What culture is and is not.
- The elements of culture.
- Pop culture, sub/countercultures and their effects on cultural change.
- How the sociological paradigms view culture?
- The six different types of societies.
- How our society influences what our concept of reality is?
- How the sociological paradigms view society?

Marking Period Two / Four
- Theories of self-development.
- The importance of the socialization process to society and the individual.
- How the agents of socialization affect the socialization process?
- The influence of socialization as we age.
- Different types of groups within society.
- How group size/structure affects dynamics within the group.
- Formal organizations and their impact on society.
- What deviance is and is not.
- What crime is and is not.
- Methods that society uses to enforce social control.
- How the sociological paradigms view deviance?
- Effects of crime on society.
- The levels of law enforcement and criminal justice system.
- How media and technology has changed.
- The impact of modern media and technology on American society.
- The impact of modern media and technology on globalization.
- How the sociological paradigms view media and technology?

Big Ideas:
Big Idea #1: The concepts of society and culture are closely related but different.
Big Idea #2: Sociology is the study of patterns within society.
Big Idea #3: Sociology came about because of the American, French and Industrial Revolutions.
Big Idea #4: The study of sociology was heavily influenced by input from men such as Emile Durkheim, Auguste Comte, Karl Marx and Max Weber.
Big Idea #5: The three paradigms of sociology offer broad perspectives to explain different aspects of social life.
Big Idea #6: Sociologists use both the scientific method and an interpretive framework to study society.
Big Idea #7: Sociologists use six different forms of research in sociology.
Big Idea #8: The role of ethics is critical when doing sociological research.
Big Idea #9: Culture has both material and nonmaterial aspects.
Big Idea #10: Some aspects of culture appear to be universal.
Big Idea #11: Ethnocentrism has both good and bad aspects for culture.
Big Idea #12: Nonmaterial culture is made up of values, beliefs, norms, symbols and language.
Big Idea #13: Culture is really a universe of smaller cultures that take the form of high, pop, sub- and counter cultures.
Big Idea #14: Innovation, cultural diffusion and globalization are all having a huge impact around the world.
Big Idea #15: The three paradigms of sociology have very different views on the impact of culture.
Big Idea #16: Sociology focuses on the level of technology to describe the six different types of societies.
Big Idea #17: The three paradigms of sociology have very different views of societies.
Big Idea #18: How we are socialized has a strong influence on our social interactions with others.
Big Idea #19: There are large differences between psychological and sociological theories on how we develop our self-image.
Big Idea #20: The study of feral children allows us to gain insight into the importance of the socialization process.
Big Idea #21: Societies create specific institutions to help with the socialization process.
Big Idea #22: The socialization process is a life-long process.
Big Idea #23: There are many different types of groups that we belong to, some of which we do not even realize are there.
Big Idea #24: The size and structure of groups affects the interpersonal dynamics within the group.
Big Idea #25: Bureaucracies and other types of formal organizations all play large parts in our lives.
Big Idea #26: Deviance and social control are important to the maintenance of society.
Big Idea #27: The three paradigms of sociology vary on what the significance of deviance is.
Big Idea #28: Theories of deviance vary widely as far as why deviance occurs.
Big Idea #29: Types of criminal activity varies by socio-economic status.
Big Idea #30: Crime statistics vary by region and demographics.

Big Idea #31: Technology is a constant within any society and is constantly evolving.

Big Idea #32: Technological inequality is a hindrance for a student's future success.

Big Idea #33: The increased availability of media, particularly the Internet, has led to the globalization of western thought.

Textbook and Supplemental Resources:

Keirns, Nathan J., et al. *Introduction to Sociology*. Openstax, Rice University, 2016.

Henslin, James M. *Sociology: A down-to-Earth Approach.* Boston: Pearson Allyn and Bacon, 2008

Curriculum Plan

Unit 1: An Introduction to Sociology   **Time/Days:** 10 Days

Standards (by number): PACS Reading and Writing for History and Social Studies
CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F,
CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C,
CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchors:
R8. A.2, R8. B.1, R8.B.3

Eligible Content:
- What is sociology?
- The history of Sociology.
- Theoretical perspectives in sociology.
- The advantages of studying sociology.

Objectives:
- Identify key vocabulary concepts. (DOK 1)
- Identify aspects of social location and apply them to your life in order to identify your social location. (DOK 1, 3)
- Compare and contrast sociology to the other social sciences. (DOK 2)
- Connect the events of the late 18th and early 19th early centuries to the development of sociology as a separate discipline in the social sciences. (DOK 4)
- Critique the theories of the early researchers who influenced the development of sociology (Comte, Spencer, Marx, Durkheim and Weber). (DOK 3)
- Synthesize the reasons for the separation of sociology and social work in the United States by looking at the work of Addams, DuBois, Parsons and Mills. (DOK 4)
- Differentiate between the three theoretical perspectives in sociology. (DOK 3)
- Connect the study of sociology with your plans for the future and brainstorm how sociology can help in your professional and personal lives. (DOK 4)

Core Activities and Corresponding Instructional Methods:
1. Student completion of vocabulary worksheet.
2. Lecture and class discussion utilizing PowerPoint on what sociology is and how it developed.
3. Worksheet for Crash Course Sociology #1 "What is Sociology" for homework.
   (https://www.youtube.com/watch?v=YnCJU6PaCio&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=3)
4. Lecture and class discussion utilizing PowerPoint on the three major paradigms (theoretical perspectives) in sociology.

5. Worksheet for Crash Course Sociology #2 "Major Social Paradigms" for homework. (https://www.youtube.com/watch?v=DbTt_ySTjaY&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=4)
6. Brainstorming session on how the study of sociology can have positive effects on someone's personal and professional lives.
7. Student completion of review packet in preparation for chapter test.

Assessments:
    Diagnostic: pre-test, question and answer session, class discussion, brainstorming
    Formative: teacher generated worksheets, class discussion, question and answer
    Summative: Chapter 1 common assessment

Curriculum Plan

UNIT 2: Sociological Research   **Time/Days:** 10 days

Standards (by number): PACCS Reading and Writing for History and Social Studies
CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F,
CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C,
CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchors: R8.A.2, R8.B.1, R8.B.3

Eligible Content:
- Approaches to Sociological Research
- Research methods used in sociology
- Ethical concerns related to sociological research

Objectives:
- Identify key vocabulary concepts. (DOK 1)
- List the eight steps in the sociological research method (DOK 1)
- Assess the relative advantages and disadvantages of the six methods available to researchers. (DOK 3)
- Assess the advantages and disadvantages of the sociological research methods. (DOK 3)
- Analyze the need for ethical behavior when doing research. (DOK 4)

Core Activities and Corresponding Instructional Methods:
1. Student completion of vocabulary worksheet.
2. Lecture and class discussion utilizing PowerPoint on the steps of the scientific method.
3. Worksheet for Crash Course Sociology #3 "Sociology and the Scientific Method" for homework.
   (https://www.youtube.com/watch?v=ZIwyNIdgJBE&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=4)
4. Lecture and class discussion utilizing PowerPoint on the four major forms of sociological research.
5. Worksheet for Crash Course Sociology #4 "Sociology Research Methods" for homework.
   (https://www.youtube.com/watch?v=QwhK-iEyXYA&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=5)
6. Lecture and class discussion utilizing PowerPoint on major ethical concerns when conducting research in sociology.
7. Student completion of review packet in preparation for chapter test.

Assessments:

    Diagnostic: pre-test, question and answer session, class discussion, brainstorming
    Formative: teacher generated worksheets, class discussion, question and answer
    Summative: Chapter 2 common assessment

Curriculum Plan

UNIT 3: Culture   **Time/Days:** 10 days

Standards (by number): PACCS Reading and Writing for History and Social Studies
CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F,
CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C,
CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchors: R8.A.2, R8.B.1, R8.B.3

Eligible Content:
- What is culture?
- Elements of culture
- Pop culture, subcultures and cultural change
- Theoretical perspectives on culture

Objectives:
- Identify key vocabulary concepts. (DOK 1)
- Define ethnocentrism and analyze the concept in terms of your view of other cultures. (DOK 1, 4)
- Assess the concept of cultural relativism and its ability to provide clear understandings of other cultures' practices and beliefs. (DOK 3)
- Identify the components of symbolic culture and analyze how the same gestures can be misunderstood from one culture to another. (DOK 1, 4)
- Critique the Sapir-Whorf Hypothesis of language and perception of reality. (DOK 4)
- Distinguish between values, norms, folkways, mores, taboos and sanctions and formulate examples of how they are related in your own life. (DOK 2, 3)
- Define subculture and counterculture and classify specific groups within American society as examples. (DOK 1, 2)

Core Activities and Corresponding Instructional Methods:
1. Student completion of vocabulary worksheet.
2. Brainstorming session on anthropologist Ralph Linton's quote, "The last thing a fish would notice is water," and how it applies to the concept of culture.
3. Lecture and class discussion utilizing PowerPoint on the what culture is and is not.
4. Group presentation project on how culture evolves by decade.
5. Episode of Bizarre Foods with Andrew Zimmern to highlight cultural variation.
6. Lecture and class discussion utilizing PowerPoint on values, beliefs and norms.
7. Lecture and class discussion utilizing PowerPoint on symbols, written language and spoken language.

8. Worksheet for Crash Course Sociology #10 "Symbols, Values and Norms" for homework. (https://www.youtube.com/watch?v=kGrVhM_Gi8k&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=11)
9. Lecture and class discussion utilizing PowerPoint on high culture, pop culture, subcultures and countercultures.
10. Worksheet for Crash Course Sociology # 11 "Cultures, Subcultures, and Countercultures" for homework. (https://www.youtube.com/watch?v=RV50AV7-Iwc&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=12)
11. Lecture and class discussion utilizing PowerPoint on the viewpoints of the three major theoretical perspectives (functionalism, conflict theory and symbolic interactionism) on cultural interpretation.
12. Student completion of review packet in preparation for chapter test.

Assessments:

Diagnostic: pre-test, question and answer session, class discussion, brainstorming
Formative: teacher generated worksheets, class discussion, question and answer
Summative: Chapter 3 common assessment

Curriculum Plan

Standards (by number): PACCS Reading and Writing for History and Social Studies
CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F,
CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C,
CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchor(s): R8.A.2, R8.B.1, R8.B.3

Eligible Content:
- The types of societies that have been, or are, in the world.
- Theoretical perspectives on society
- The social construction of reality

Objectives:
- Identify key vocabulary concepts. (DOK 1)
- Compare the views of macro- and micro sociologists. (DOK 2)
- Identify the differences between ascribed statuses, achieved statuses and master statues and apply the concepts to your own life. (DOK 1, 4)
- Identify the ten social institutions in the United States and apply the concepts to explain how they have influenced your social life. (DOK 1, 4)
- Compare the functionalist and conflict views on social institutions. (DOK 3)
- Analyze and critique the theories of Durkheim and Tönnies and their relevance to today. (DOK 4)
- Explain how body language communicates messages to people. (DOK 2)
- Assess Goffman's theory of dramaturgy. (DOK 3)

Core Activities and Corresponding Instructional Methods:
1. Student completion of vocabulary worksheet.
2. Lecture and class discussion utilizing PowerPoint on the differences between the types of societies (hunter/gatherer, pastoral, horticultural, agricultural, industrial and post-industrial)
3. Group presentation project on the different types of societies.
4. Worksheet for Crash Course Sociology #12 "How We Got Here" for homework.
   (https://www.youtube.com/watch?v=BsRSL3duSko&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=13)
5. Worksheet in class on the possible emergence of a new type of society, the bio-tech society. (https://www.youtube.com/watch?v=-WkXIBCC6BA)
6. Lecture and class discussion utilizing PowerPoint on Emilé Durkheim's theories on society.

7. Worksheet for Crash Course Sociology #5 "Emilé Durkheim on Society" for homework.
(https://www.youtube.com/watch?v=IZfGGF-YYzY&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=6)
8. Lecture and class discussion utilizing PowerPoint on Karl Marx's and the conflict theorists view social class and alienation.
9. Worksheet for Crash Course Sociology # 6 "Karl Marx and Conflict Theory" for homework.
(https://www.youtube.com/watch?v=gR3igiwaeyc&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=7)
10. Lecture and class discussion utilizing PowerPoint on people's everyday roles and statuses and how they often conflict with each other.
11. Lecture utilizing PowerPoint on Erving Goffman's theory of dramaturgy.
12. Worksheet for Crash Course Sociology #15 "Social Interaction and Performance" for homework. (https://www.youtube.com/watch?v=K-RvJQxqVQc&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=15)
13. Student completion of review packet in preparation for chapter test.

Assessments:

Diagnostic: pre-test, question and answer session, class discussion, brainstorming
Formative: teacher generated worksheets, class discussion, question and answer
Summative: Chapter 4 common assessment

Curriculum Plan

UNIT 5: Socialization   **Time/Days:** 12 days

Standard(s): PACCS Reading and Writing for History and Social Studies
CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchor(s): R8.A.2, R8.B.1, R8.B.3

Eligible Content:
- Psychological and sociological theories of self-development
- Importance of socialization process
- How we are socialized and who does it
- Socialization through the life course

Objectives:
- Identify key vocabulary concepts. (DOK 1)
- Analyze the efforts to socialize Genie, a fourteen-year old feral child discovered in Los Angeles. (DOK 4)
- Critique the theories of Cooley, Mead, Piaget, Kohlberg, Gilligan and Ericsson. (DOK 4)
- Hypothesize how our socialization and our emotions work together to create a sense of social control. (DOK 3)
- Explain the sociological difference between sex and gender. (DOK 1)
- Compare the effects of the different agents of socialization and their effects on the development of the sense of self. (DOK 2)
- Assess the theories of Erik Ericsson and compare them to the socialization process throughout the life course. (DOK 3)

Core Activities and Corresponding Instructional Methods
1. Student completion of vocabulary worksheet.
2. Lecture and class discussion utilizing PowerPoint on psychological theories of self-development.
3. Lecture and class discussion utilizing PowerPoint on sociological theories of self-development and how they differ from psychological theories.
4. Worksheet for Crash Course Sociology #14 "Socialization" for homework.
   (https://www.youtube.com/watch?v=K-RvJQxqVQc&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=15)
5. Lecture and class discussion utilizing PowerPoint on the critical question of socialization as a product of nature or nurture.
6. Student completion of video worksheet for "Secret of the Wild Child."

7. Lecture and class discussion utilizing PowerPoint on social group and institutional agents of socialization.
8. Brainstorming session on how we are socialized and resocialized throughout the life course.
9. Student completion of review packet in preparation for chapter test.

Assessments:
   Diagnostic: pre-test, question and answer session, class discussion, brainstorming
   Formative: teacher generated worksheets, class discussion, question and answer
   Summative: Chapter 5 common assessment

Curriculum Plan

UNIT 6: Groups and Organizations   **Time/Days:** 12 days

Standard(s): PACCS Reading and Writing for History and Social Studies
CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F,
CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C,
CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchor(s): R8.A.2, R8.B.1, R8.B.3

Eligible Content:
- Types of groups and leadership styles
- Group size and structure
- Formal organizations and bureaucracies

Objectives:
- Analyze the significance of groups as a social structure within society. (DOK 3)
- Compare the theories of Max Weber and Karl Marx on the development of formal organizations. (DOK3)
- Apply Weber's model of bureaucracies to a typical public school district. (DOK 4)
- Explain why corporations are reinventing themselves in terms of the criticisms that are leveled at them. (DOK 3)
- Identify the characteristics of voluntary organizations and critique them in terms of the real life experiences of someone the student knows. (DOK 1 and 3)
- Analyze the theory of George Ritzer that the world is becoming "McDonaldized." (DOK 4)

Core Activities and Corresponding Instructional Methods:
1. Student completion of vocabulary worksheet.
2. Lecture and class discussion utilizing PowerPoint on the different types of social groups.
3. Lecture and class discussion utilizing PowerPoint on how group size and structure affects relationships and leadership styles.
4. Worksheet for Crash Course Sociology #16 "Social Groups" for homework.
   (https://www.youtube.com/watch?v=_wFZ5Dbj8DA&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=17)
5. Lecture and class discussion utilizing PowerPoint on formal organizations and bureaucracies in society.
6. Dr. John Bell as a guest speaker on how Delaware Valley fits Max Weber's model of bureaucracies.

7. Worksheet for Crash Course Sociology # 17 "Formal Organizations" for homework. (https://www.youtube.com/watch?v=YDuBh7VbGgU&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=18)
8. Brainstorming session on the effects of formal organizations and bureaucracies and how they relate to George Ritzer's theory of "The McDonaldization of Society."
9. Students view the film "Remember the Titans" as part of culminating activity for the unit.
10. Class discussion on "Remember the Titans" in relation to groups and leadership styles.
11. Student completion of review packet in preparation for chapter 6 test.

Assessments:
   Diagnostic: pre-test, question and answer session, class discussion, brainstorming
   Formative: teacher generated worksheets, class discussion, question and answer
   Summative: Chapter 6 common assessment

Curriculum Plan

UNIT 7: Deviance, Crime and Social Control   **Time/Days:** 12 days

Standard(s): PACCS Reading and Writing for History and Social Studies
CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F,
CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C,
CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchor(s): R8.A.2, R8.B.1, R8.B.3

Eligible Content:
- Deviance and social control
- Theoretical perspectives on deviance
- Crime in the United States
- The American criminal justice system

Objectives:
- Identify key vocabulary concepts. (DOK 1)
- Compare the sociobiological, psychological and sociological theories of deviance. (DOK 2)
- Critique the theory of sociobiology in terms of the controversy it creates. (DOK 4)
- Analyze deviance in terms of its relativity (what is deviant on one culture may not be in another). (DOK 4)
- Differentiate between the leading sociological theories of deviance. (DOK 3)
- Categorize criminal acts in terms of the four types of crime. (DOK 2)
- Differentiate between the viewpoints of the three theoretical perspectives of crime. (DOK 3)

Core Activities and Corresponding Instructional Methods:
1. Student completion of vocabulary worksheet.
2. Lecture and class discussion utilizing PowerPoint on deviance and how it functions as a form of social control.
3. Student completion of worksheet for Crash Course Sociology # 18 "Deviance" for homework.
   (https://www.youtube.com/watch?v=BGq9zW9w3Fw&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=19)
4. Lecture and class discussion utilizing PowerPoint on major theoretical perspectives on deviance.

5. Student completion of worksheet for Crash Course Sociology # 19 "Theory and Deviance" for homework.
   (https://www.youtube.com/watch?v=06IS_X7hWWI&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=20)
6. Lecture and class discussion utilizing PowerPoint on the types of crimes committed and the prevalence of crime in the United States.
7. Officer Moglia or Officer Gaughan as a guest speaker on crime in Pike County.
8. Worksheet for Crash Course Sociology #20 "Crime" for homework.
   (https://www.youtube.com/watch?v=06IS_X7hWWI&list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0&index=20)
9. Lecture and class discussion utilizing PowerPoint on the American criminal justice system.
10. Field trip to the Pike County Correctional Facility.
11. Student completion of review packet in preparation for chapter test.

Assessments:
   Diagnostic: pre-test, question and answer session, class discussion, brainstorming
   Formative: teacher generated worksheets, class discussion, question and answer
   Summative: Chapter 7 common assessment

Curriculum Plan

UNIT 8: Media and Technology   **Time/Days:** 12 days

Standard(s): PACCS Reading and Writing for History and Social Studies
CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F,
CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C,
CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchor(s): R8.A.2, R8.B.1, R8.B.3

Eligible Content:
- Technology today
- Media and technology in society
- Global implications of media and technology
- Theoretical perspectives on media and technology

Objectives:
- Identify key vocabulary concepts. (DOK 1)
- Compare the concepts of media and technology and how they are related in modern society. (DOK 2)
- Analyze and critique the concept of "the digital divide" in terms of the global pandemic of Covid-19. (DOK 4)
- Differentiate between utility, design and plant patents, comparing the results in terms of the evolutionary model of technological change. (DOK 3)
- Connect the levels of media and technology in the United States to the concept of globalization. (DOK 4)

Core Activities and Corresponding Instructional Methods:
1. Student completion of vocabulary worksheet.
2. Lecture and class discussion utilizing PowerPoint on the knowledge gap created by the disparity of the availability of technology in the United States and around the world.
3. Brainstorming session on the positive and negative consequences of the policy of net neutrality.
4. Lecture and class discussion utilizing PowerPoint on the different types of patents issued by the United States government.
5. Class discussion centering on how products evolve from one another (evolutionary model of technological change).
6. Brainstorming session on types of media and how/why they influence culture.
7. Lecture and class discussion utilizing PowerPoint on the effects of globalization of media and technology.
8. Student completion of review packet in preparation for chapter test.

Assessments:

    Diagnostic: pre-test, question and answer session, class discussion, brainstorming

    Formative: teacher generated worksheets, class discussion, question and answer

    Summative: Chapter 8 common assessment

Checklist to Complete and Submit:

(Scan and email)

_____ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.

_____ The primary textbook form(s).

_____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name_____

First Reader/Reviewer Signature_____ Date_____

Second Reader/Reviewer Printed Name_____

Second Reader/Reviewer Signature _____ Date_____

Please Go to Human Resources page on the Delaware Valley School District website for updated Payment form to be submitted.

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