

Sociology

Program Strand: (PS) People in Societies

- **Gather and interpret information**
- **Explain how the world's people cope with the challenges of existence**
- **Respond to individual and cultural diversity**
- **Explore different racial, ethnic, religious, class and/or gender issues**

Instructional Objectives:

The learner will . . .

1. **Cite and explain at least one example each of social, economic, and political interdependence between 1600-1945.**
2. Compare the social, political, and economic status of women and men in other countries from 1600 to 1945.
3. Analyze the social and economic impact of the transformation from an agrarian rural society to an industrialized urban society.
4. **Explain how the United States has been influenced from its multicultural diversity.**
5. Explore the roots of prejudice and identify ways of combating prejudice.
6. **Examine reasons why people in various cultural groups preserve their culture while still participating in United States society and economy.**
7. **Identify ways to deal with the manifestations from given examples of prejudice.**

Comments/Suggestions

1. Such as the Reformation, Inquisition, the Puritan migration to America, Dutch migration to South Africa, mercantilism, Imperialism persecutions of various groups.
 - Social Darwinism – H. Spencer
2. Such as Asian, South Americans, Africans, Europeans
 - Compare the U.S. to Europe and Asia
3. For example, British Industrialization of 1850's, Japan industrialization starting 1873.
 - U.S. Industrial Revolution, Karl Marx H. Spencer
4. For example, music, foods, customs, vocabulary, and other areas such as inventions, literature, politics.
 - Cultural diffusion and acculturation, readings, and assignments
5. Such as writing a critical analysis of Republican formulas for affirmative action.
 - Study the impact of Apartheid in South Africa to the civil was in former Yugoslavia
 - Prejudice and discrimination labeling exercise
6. For example, students form groups within their class, do a simulation of different cultures, and examine through discussion why they group themselves as they do.
 - Subcultures – many examples throughout course, cluster culture discussions, minority status (why the green star?)
7. Prejudice and discrimination labeling, exercise.

Sociology

Program Strand: (PS) People in Societies

- *Gather and interpret information*
- *Explain how the world's people cope with the challenges of existence*
- *Examine issues from multiple perspectives*
- *Respond to individual and cultural diversity*
- *Explore different racial, ethnic, religious, class and/or gender Issues.*

Objectives:

The student will be able to: . . .

1. Consider the perspectives of various cultures when analyzing current issues.
2. Create alternative scenarios to determine the impact and reaction of various cultures to propose solutions to current issues.
3. Justify proposed solutions to current issues from the perspectives of various cultural groups.
4. **Examine reasons why people in various cultural groups preserve their culture while still participating in United States society and economy.**
5. **Demonstrate an ability to consider various perspectives of a given issue when researching and developing solutions to the issue.**
6. **Propose alternative solutions to problems associated with the issue.**

Comments/Suggestions

1. Such as debate an issue from a different perspective than that of the participant, Ex: the legitimacy of affirmative action; the fairness of California's Proposition 187
 - Do this more in Government class.
 - Many current events discussions
 - Political spectrum exercises, etc.
2. Using the political spectrum, please create reaction characters on the issue, for ex: Should U.S. cut welfare to single women if they become pregnant?
3. Key word justify by culture: good jump into cultural relativity vs. ethnocentrism.
4. Such as students interviewing parents/grandparents regarding what cultural practices they have maintained and which they have abandoned. Have students attempt to determine the reason why these decisions were made.
 - Have students map out and analyze the location of different ethnic enclaves in their area.
5. Using the political spectrum, please create reaction characters on the issue, for ex: Should U.S. cut welfare to single women if they become pregnant?

Sociology

Program Strand: (WI) World Interactions

- Gather and interpret information
- Use methods and skills drawn from geography
- Explore links people make as they attempt to address common problems.

Instructional Objectives:

The learner will . . .

1. Consider the perspectives of other nations when analyzing current issues that have international implications.
- 2. Describe human modifications of the physical environment that have had intended as well as unintended efforts and consider alternative approaches to dealing with the environment.**

Comments/Suggestions

1. Current events discussions and extra credit reports --too topical for much else.
2. For example, Imperial Valley, Love Canal, Aswan Dam
 - No specific activities – do this with Industrial Revolution, mark in change diagrams???

Sociology

Program Strand: (DM) Decision Making and Resources

- *Gather and interpret information*
- *Examine decisions individuals and societies make in addressing wants/needs*

Instructional Objectives:

The learner will . . .

1. Cite and explain at least one example each of social, economic, and political interdependence from 1600 to 1945 among nations of the world.

Comments/Suggestions

1. Do not do this large a scale better done by subcultures, minority, social class interdependence.

Sociology

Program Strand: (AH) American Heritage

- *Gather and interpret information on common, experiences, traditions, and habits we share.*
- Use methods and skills drawn from the social studies.
- Explore how the U.S. was influenced by geography, and its political and economic systems.

Instructional Objectives:

The learner will. . .

1. Create explanations of how current issues originated and developed.

Comments/Suggestions

1. Such as develop a time line relating current issues to their historical antecedents.
 - Development of behaviorism

Sociology

Program Strand: (PS) People in Societies

- Gather and interpret information
- Explain how the world's people cope with the challenges of existence
- Examine issues from multiple perspectives
- Respond to individual and cultural diversity
- Explore different racial, ethnic, religious, class and/or gender issues

Instructional Objectives:

The learner will. . .

- 1. Explain how the United States has been influenced from its multicultural diversity.**
- 2. Examine reasons why people in various cultural groups preserve their culture while still participating in United States society and economy.**
- 3. Identify ways to deal with the manifestations from given examples of prejudice.**
4. Create alternative scenarios to determine the impact and reaction of various cultures to proposed solutions to current issues.
- 5. Examine reasons why people in various cultural groups preserve their culture while still participating in United States society and economy.**

Comments/Suggestions

1. For example, music, foods, customs, vocabulary.
 - Other areas such as Inventions, literature, politics.
 - History of psychology, learning styles, family norms.
2. For example, students form groups within their class, do a simulation of different cultures, and examine through discussion why they group themselves as they do.
 - Family theory
3. Defense mechanisms
4. Analyze current events as they relate to human behavior theories.
5. Such as students interviewing parents/grandparents regarding what maintained and which they have abandoned. Have students attempt to determine the reason why these decisions were made.
 - Have students map out and analyze the location of different ethnic enclaves in their area.
 - Interview using Erikson's Theory of Development.