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ABSTRACT

GRADES OR AGES: High school (grades not specified).
SUBJECT MATTER: Sociology. ORGANIZATION AND PHYSICAL APPEARANCE: The course contains 13 units. The material is set out in columns--content, student activities, time, teacher activity or strategy, materials, and evaluation. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The introductory material lists six objectives for the student. Details of activities are given for each unit. INSTRUCTIONAL MATERIALS: Chapter references in the basic texts, films, and other resource materials are listed for each unit. STUDENT ASSESSMENT: The method of evaluating each activity by quiz, interview, paper, or project is stated, but details are not included. (MBM)

ED051215

SCHOOL DISTRICT OF BENSLEM TOWNSHIP
CORNWELLS HEIGHTS, PA.

SOCIOLOGY

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SOCIOLOGY

I. OVERVIEW

Sociology is the study of man as companion, of man in his life and people in groups, in their social relations. Sociology shares common ground with such as history, economics, and political science; and it is distinguished from them by its emphasis. Sociology approaches the study of human groups with emphasis on the social behavior concerned chiefly with the way people conduct themselves toward one another in family, church, school, community. Sociology treats of human groups - their characteristics, purposes, functions, and problems.

More precisely defined, sociology is the study of human interaction. It is the science which studies patterned, shared human behavior. Man follows the social organization that have been erected as the signposts leading to the process of acting in awareness of others, called social interaction, is the role of the sociologist in order to identify and classify the main forces of human society.

II. TEACHER OBJECTIVES (GENERAL)

To develop an understanding of sociology as the study of men in a wide variety of human needs and the part of the sociologist in developing a curriculum appropriate to this study.

TEACHER OBJECTIVES (SPECIFIC)

Upon completion of this course the student should be able to:

1. Recognize the various factors which influence the sociologist's work.
2. Define and recognize in their sociological context the terms used in sociology.
3. Infer the sociologist's point of view from selected portions of sociological literature.

SOCIOLOGY

study of man as companion, of man in his life and living with others. It views his social relations. Sociology shares common ground with other social sciences, economics, and political science; and it is distinguished from them in its own peculiar approaches the study of human groups with emphasis upon social behavior. It is the way people conduct themselves toward one another in their varied associations - family, community. Sociology treats of human groups - their nature, institutions, principles.

Defined, sociology is the study of human interaction and social organization. It studies patterned, shared human behavior. Man follows the rules, laws, and customs which have been erected as the signposts leading to group satisfaction. This process of others, called social interaction, is observed and analyzed by the sociologist and classify the main forces of human society.

OBJECTIVES (GENERAL)

Understanding of sociology as the study of men interacting in groups to satisfy a variety of needs and the part of the sociologist in developing and applying methods and tools.

OBJECTIVES (SPECIFIC)

At the end of this course the student should be able to:

1. Identify various factors which influence the sociologist's point of view.

2. Recognize in their sociological context the terms used in this course.

3. Analyze the sociologist's point of view from selected portions of his work.

TEACHER OBJECTIVES (SPECIFIC) - Continued

4. Demonstrate familiarity with the methods by which a sociologist determines the authenticity of evidence.
5. Write a brief summary explaining the uses of sociology.
6. Construct, develop and/or demonstrate a minimum of one major project.

III. What? Content?	Student Objectives	Time	Activity or Teaching
<p>I. The Viewpoint of Sociology</p> <p>A. Nature of</p> <p>B. Scope of</p> <p>C. Methods of</p> <p>D. Values of Studying</p> <p>Suggestions for next year</p> <p>What worked?</p> <p>What did not work?</p>	<p>Student will be able to define verbally sociology</p> <p>Student will be able to suggest a solution to a problem arising in everyday life</p> <p>Given a list of sociological items the learner will be able to define same</p> <p>family ethnocentrism group culture institution community mobility ethnic group stratification</p> <p>Given a list of steps used in the scientific method the student will be able to arrange in ascending order</p> <p>The student will be able to explain:</p> <p>a. How the case study technique is chiefly used</p> <p>b. describe another method or technique used by sociologists</p>	<p>1 week</p>	<p>Given a current problem student will state and a short description would approach the using the scientific</p> <p>Reading</p> <p><u>Sociology for Humans</u> Sankowsky, Charles</p> <p>Lecture: Sociology veys questionnaire search techniques studies, community dies, polling, group sis, experiment, search projects</p>

Objectives	Time	Activity or Teaching Strategy	Materials	Evaluation
will be able to de- bally sociology	1 week	Given a current problem, stu- dent will state same and write a short description of how he would approach the problem using the scientific method	Text: <u>Sociology for High School</u> Sankowsky, S. H.	Quiz
will be able to sug- solution to a problem in everyday life		Reading	Text: <u>Readings in Soc. Sci.</u> O'Brien, Shrag, Martin Unit #1, Teaching #2	Interview
list of sociological ne learner will be define same		<u>Sociology for High School</u> Sankowsky, Chapter I		Quiz
ethnocen. of culture on community y ethnic group ation		Lecture: Sociological sur- veys questionnaires - re- search techniques. Case studies, community stu- dies, polling, group azaly - sis, experiment and re- search projects	Transparency: Steps in Scien- tific Method	Quiz
list of steps used in ntific method the stu- l be able to arrange ading order			<u>Readings in Soc. Sci.</u> O'Brien, Schrag, Martin, Ch. #1	Quiz
dent will be able to				
the case study tech- chiefly used ribe another method ique used by socio-				

What? Content?	Student Activities	Time	Activity or Teaching
II. Heredity and Environment in Development of Personality	Student will be able to list 10 inheritable and 10 acquired characteristics of human beings	2 Per.	Lecture: Reading <u>Sociology for the High School</u> , Ch. 2
A. Effects of Heredity B. Effects of Environment C. Personality D. The Social Self	Student will be able to recognize the merits and shortcomings of an I. Q. test	2 Per.	School psychologist to demonstrate how such testing may result in limiting scores - explain a psychologist computes intelligence quotient
	Student will be able to list and define a list of terms used in the study of heredity and environment (7 out of 10 in 15 min.)		Lecture: Inherited characteristics Physical structure Intelligence and specialties Temperment Drives
	heredity chromosomes genes physical environment culture cultural heritage social environment personality social self looking-glass self		Film presentation and critique Film

Activities	Time	Activity or Teaching Strategy	Materials	Evaluation
Will be able to list 5 able and 10 ac- characteristics of ings	2 Per.	Lecture: Reading <u>Sociology for the High School</u> Sankowsky, Ch. 2	<u>Our Changing Social Order</u> Gavian, Gray, Groves Ch. 6	Quiz
Will be able to re- e merits and ings of an I. Q.	2 Per.	School psychologist to explain limitations of I. Q. test and demonstrate how successive testing may result in fluctu- ating scores - explain how a psychologist computes an intelligence quotient	<u>Sociology for the High School</u> Sankowsky Ch. 2 School guidance counselor and I. Q. tests	Quiz
Will be able to e fine a list of d in the study y and environ- ut of 10 in		Lecture: Inherited character- istics Physical structure Intelligence and special capa- cities Temperment Drives	<u>Readings in Gen. Sociology</u> O'Brien, Schrag, Martin Bucks County Film s: <u>Genetics - Mendel's Laws</u> 5320 (13½min)	Quiz
omes nvironment		Film presentation and critique	<u>Heredity and Family En- vironment</u> 472 (9min)	Written critique
eritage ironment y f ass self		Film		

What? Content?	Student Activities	Time	Activity or Teaching S
III. Socialization A. Process B. Ingredients C. Social Adjustment	Student will be able to define socialization list and student will be able to define the socializing agencies	2 Per.	Teacher presentation Group discussion with sense re agencies
	Student will be able to explain what happens to children who grow up away from human contacts	2 Per.	Presentation - cases e.g., "Wolf Boy" Preparation of a paper gesting why student participates in extra-curricular activities with which h
	Student will be able to analyze an area of social adjustment, i. e., his extra-curricular involvement	2 Per.	involved
	Student will be able to define and explain terms common to a sociological study of social adjustment in written form 15 min. quiz repression projection procrastination rationalization daydreaming compensation introvert extrovert ambivert		

	Time	Activity or Teaching Strategy	Materials	Evaluation
e to de- list and e to de- agen-	2 Per.	Teacher presentation Group discussion with con- sensus re agencies	Text: <u>Sociology for the High School Ch. 3</u>	Quiz
e to ex- to child- way from	2 Per.	Presentation - cases e. g. "Wolf Boy" Preparation of a paper sug- gesting why student partici- pates in extra-curricular activities with which he is involved	Text: Ch. 3 Ditto sheets (sev- eral case studies)	Quiz Project
e to ana- l ad- e extra- ment	2 Per.		<u>Readings in Gen. Sociology</u> O'Brien, Schrag, Martin Sec. #5	
e to de- ms logical stment min.				Quiz

What? Content?	Student Activities	Time	Activity or Teaching
IV. Deviation from the social norm	The student will be able to recognize that society is dynamic and not static	1 Per.	Class discussion
A. Personality conflicts in modern society	Given a list of 10 situations student can identify and explain at least 5 contradictions	1 Per.	Show overhead trans
1. Adjusting to an ever-changing society 2. Contradictions in our society 3. Identificational deviants	The student will be able to describe the difference between psychotic and criminal		Lecture
B. Causes of deviation	Student will be able to list at least 5 reasons for each of the 6 causes of deviations	1 Per.	Panel discussion or assignment Lecture by social c er
1. Unrealistic goals 2. Conflicting norms 3. Gangs and delinquency 4. Poor socialization process 5. Excessive tension 6. Minority groups	Given a list of crimes, students can match crime with definition	1 Per.	Film and state police to comment and answer questions Filmstrip presentation
C. Criminal behavior	1. Definition of crime (robbery, theft, larceny, etc.)		

Time	Activity or Teaching Strategy	Materials	Evaluative
1 Per.	Class discussion	Basic Text P. 43	Observation and discussion
1 Per.	Show overhead transparency	Overhead transparency with list of examples	Written Quiz
	Lecture	Texts: <u>Crime and Juvenile Delinquency</u> Leniwald, Gerald <u>Poverty and the Poor</u> Washington Sq. Press	
1 Per.	Panel discussion on reading assignment Lecture by social case worker	Bucks Co. Films: <u>Crime Lab 5089</u> (13½ min) Modern: <u>Thin Blue Line</u>	Classroom Questions Observation of class participation in discussion
1 Per.	Film and state police officer to comment and answer questions Filmstrip presentation	Modern talk- ing (30min) <u>Crime and Juvenile Delinquency</u> F. B. I. Uniform Crime Report Bucks Co. Film <u>War on Crime</u> 7) fr. (B&W)	Written Quiz

What? Content?	Student Activities	Time	Activity or Teaching
<p>C. Cont'd</p> <p>2. Juvenile offenders definition</p> <p>3. Transitional definitions</p> <p>4. Misconceptions</p> <p>a. retardation</p> <p>b. race factor</p> <p>c. economic</p> <p>d. single and group</p> <p>e. broken home</p>	<p>Given a case study of juvenile delinquency, student will favor decisions based upon lawful behavior</p> <p>Student will be able to identify and differentiate between/among 5 misconceptions</p>	<p>1 week</p>	<p>Case study</p> <p>Lecture/discussion</p>

What? Content?	Student Activities	Time	Activity or Teacher	
V. Basic social units A. The group 1. Compulsory 2. Voluntary 3. Majority 4. Minority 5. Peer 6. In-Group 7. Out-Group 8. Reference	The student will be able to identify and give examples of each type of group	1 week	Students investigate, information of comm groups - through int newspaper readings, mass-media viewing	
	The student will be able to identify at least 3 groups which he is a member			Class discussion of gathered from above
	Student will be able to compare and contrast role in each of six groups in which he has membership			Reading assignment
B. Group mobility 1. Specialization 2. Interdependence	The student will be able to write a 2 page account about a sub-culture in his immediate geographical vicinity noting: a. life style, b. deviation from established pattern, c. justification for, d. prognosis		Construct a sociogra discussion (instructi Film and written rep	

	Time	Activity or Teacher Strategy	Materials	Evaluation
<p>able to mples</p> <p>ble to oups</p> <p>o com- e in which</p> <p>ble to at about mmed- inity</p> <p>ation ern, . pro-</p>	1 week	<p>Students investigate, gather information of community groups - through interviews, newspaper readings, and mass-media viewing</p> <p>Class discussion of data gathered from above study</p> <p>Reading assignment</p> <p>Construct a sociogram - discussion (instructions)</p> <p>Film and written report</p>	<p>Radio - TV</p> <p>Text: Ch. 8 (P. 133 #11)</p> <p>Sociogram</p> <p>Bucks Co. Film <u>The Old Order Amish</u> 10100 (32 min)</p>	<p>Written summary of findings</p> <p>Quiz</p> <p>Written report</p>

What? Content?	Student Activities	Time	Activity or Teacher
VI. Intro. to Social Institutions	The student will be able to illustrate each of the 5 institutions and be able to verbalize the importance of each		Lecture
A. Nature of			
B. Development			
1. Family			
2. Government			
3. Economic	The student will be able to compare and contrast the 5 institutions in our society with similar institutions in China, Israel, etc.		Oral report to class
4. Religion			
5. Education			
C. Structure			
1. Differences			
2. Similarities			
D. Institutional resistance	Given a list of 10 behavior patterns in a culture, the student will be able to select and explain 5 examples of cultural lag		
E. Political Institutions			
1. Complexity			
2. Division of labor	The student will be able to differentiate verbally between/among economic and political institutions		
3. Concern for wealth			
	The student will be able to write and present a short paper (2pgs.) in which he can trace the source and development of some American institution other than the family		Written presentation

es	Time	Activity or Teacher Strategy	Materials	Evaluation
<p>be able to of the 5 in- e able to importance</p>		Lecture	<u>Readings in General Sociology</u> O'Brien, Shrag, Martin Selection #10	Quiz
<p>be able to ntrast the our society stitutions in etc. 0 behavior ture, the ble to sel- 5 examples</p>		Oral report to class	<u>Middletown, Lynd,</u> R & H <u>Sociology & Social Life</u> Young & Mack Ch. 19	<p>Report to class</p> <p>Quiz</p> <p>Interview</p>
<p>be able to bally be- onomic and ions be able to t a short which he arce and ome tion other</p>		Written presentation		Project

What? Content?	Student Activities	Time	Activity or Teaching Strategy
<p>VII. The Family</p> <p>A. The universal institution</p> <p>B. The American family</p> <p>1. Development of</p> <p>2. The family today</p> <p>3. The solidarity factor</p>	<p>After reading material relating to role of family in other cultures, the student will be able to describe verbally at least 3 characteristics common to all cultures</p> <p>The student should develop an awareness that the American family is in a period of evolution by being able to explain the transition of family values in the areas of:</p> <p style="padding-left: 40px;">sex morals divorce & marriage role of mother & father</p> <p>and in relation to:</p> <p style="padding-left: 40px;">generation gap family size, etc.</p> <p>Student will draw inferences from data that will allow him to make some inferences about the nature of the family of the next generation</p>	<p>3 weeks</p>	<p>Read text</p> <p>Resource speakers Local Minister Marriage Counselor</p> <p>Library research Divorce Marriage Population growth</p>

	Time	Activity or Teaching Strategy	Materials	Evaluation
<p>ial re- sily in student ibe nara- p all</p> <p>velop e Am- period able to of reas</p> <p>e ather</p> <p>rences ow him es family</p>	3 weeks	<p>Read text</p> <p>Resource speakers Local Minister Marriage Counselor</p> <p>Library research Divorce Marriage Population growth</p>	<p>Resource speakers</p> <p><u>Reading in General Sociology</u> O'Brien, Schrag, Morton Ch. 10, 11</p> <p><u>Our Changing So- cial Order</u> Gavian, Gray Groves Ch. 13-16</p> <p><u>Sociology and Social Life</u> Young & Mack Ch. 20</p> <p><u>Understanding other Cultures</u> Ch. 3, 4</p>	<p>Written summary</p> <p>Oral dis- cussion</p> <p>Short essay on changing nature of family structure</p>

What? Content?	Student Activities	Time	Activity or Teaching
<p>VIII. The religious institution</p> <p>A. Development</p> <ol style="list-style-type: none"> 1. primitive societies 2. modern societies <p>B. Function of religious bodies</p> <ol style="list-style-type: none"> 1. stability 2. re-inforcement of morals <p>C. Religion in today's world</p> <ol style="list-style-type: none"> 1. location 2. size <p>D. Religion in the U. S.</p> <ol style="list-style-type: none"> 1. membership 2. activities <p>E. Religious controversies</p> <ol style="list-style-type: none"> 1. toleration 2. separation of Church & State 3. Solving the flag, Lord's prayer, inter-faith marriages, Blue Laws 	<p>The student will be able to verbally describe the main beliefs and policies of one of the following religions: Buddhism, Confucianism, Hinduism, Islam, Christianity</p> <p>The student will be able to list and explain briefly the chief functions of religion from a sociological point of view</p> <p>The student will be able to list and describe the functions that the church has surrendered in whole or in part over the years and describe what other factors have tended to decrease the import and influence of the church.</p> <p>The student will be able to accept and defend a position re "blue laws"</p>	<p>2 weeks</p>	<p>Lecture: Oral reports Reading: <u>Sociology</u> <u>School Sankowsky</u></p> <p>Film presentation</p>

	Time	Activity or Teacher Strategy	Materials	Evaluation
able to e main of one ions: nism, ristian	2 weeks	Lecture: Oral reports Reading: <u>Sociology for High School Sankowsky Ch. 11</u>	<u>General Sociology</u> O'Brien, Shrag, Martin Ch. 10 Sec. #2 <u>Sociology and Social Life</u> Ch. 22 <u>Understanding other Cultures</u> Brown, Corinne Ch. 8	Oral re- port Written report Quiz
able to ly the igion point of				
able to functions urrender- t over the hat other o decrease nce of the		Film presentation	Bucks Co. Films <u>The Old Order Amish 10100</u> (32 min)	Critique of film Quiz
able to osition				

What? Content?	Student Activities	Time	Activity or Te
<p>IX. The Educational Institution</p> <p>A. Background</p> <p>B. Education in the United States</p> <ol style="list-style-type: none"> 1. the early period 2. public schools 3. higher education 4. change <p>C. Problems</p> <ol style="list-style-type: none"> 1. physical 2. culturally deprived 3. drop-outs 4. racial integration 5. exceptional student 	<p>The student will be able to describe the educational process in a non-literate society</p> <p>The student will be able to identify instruction of higher education that will have some relevance for him re course offerings, etc.</p> <p>The student will prepare a written report and be able to deliver the gist of same orally re the most important problem facing the educational system of the U. S. today. He will explain:</p> <p>(a) nature of problem (b) why important (c) how problem arose (d) what steps are being taken to solve it (e) prognosis</p>		<p>Lecture:</p> <p>Reading: <u>Sociology for t</u> Sankowsky Ch.</p> <p>Check with gu letins and liter ing (a) type of (b) size (c) co (d) type of cor (f) entrance re (g) Extra-Cur ties</p> <p>Oral reports</p> <p>Filmstrip pre</p>

	Time	Activity or Teacher Strategy	Material	Evaluation
to		Lecture: Reading: <u>Sociology for the High School</u> Sankowsky Ch. 12	<u>Changing Social Order</u> Gairan, Day, Groves Ch. 31,32	
to		Check with guidance for bulletins and literature describing (a) type of institution (b) size (c) courses offered (d) type of community (e) fees (f) entrance requirements (g) Extra-Curricular activities	<u>Sociology & Social Life</u> Yount & Mack Ch. 22	Project (paper written)
able		Oral reports		Evaluate oral report
ne		Filmstrip presentation	Sound-Filmstrip	
-			<u>Dropping Out:</u>	
ed-			<u>Road to Nowhere</u>	
U.			Phono. R. 301.43	
n:			(30 min)	
w			Bensalem C. M. C.	
			<u>How to Make a</u>	
			<u>Career Decision</u>	
			F.S. 37142	
			(color 39 fr.)	

What? Contact?	Student Activities	Time	Activity or Test
<p>X. The American Community</p> <p>A. Types</p> <ol style="list-style-type: none"> 1. urban 2. rural 3. suburb <p>B. Patterns of life</p> <ol style="list-style-type: none"> 1. primary group small community 2. primary group urban community 3. city and ethnic groups <p>C. Community patterns</p> <ol style="list-style-type: none"> 1. zone - Burgess 2. slums <p>D. Urban renewal</p> <ol style="list-style-type: none"> 1. federal plans 2. community response 3. patterns of development <ol style="list-style-type: none"> a. transportation b. communication c. public accommodations d. financial aspects 	<p>The student will be able to list the chief factors which usually determine the location of a town or city and explain how each of these factors applies (or does not apply) to his community.</p> <p>The student will be able to list and describe a village, town, city, suburb, metropolitan community, megalopolis.</p> <p>The student will be able to describe how and why a slum develops in a typical American city.</p> <p>The student will be able to list, identify, and explain:</p> <ul style="list-style-type: none"> blighted area urban planning zoning decentralization suburb community <p>The student will be able to describe an urban renewal program</p>		<p>Lecture: Reading Text</p> <p>Film presenta</p> <p>Oral reports u elopment prog</p>

	Time	Activity or Teacher Strategy	Materials	Evaluation
able to s which ne lo- city and these does community		Lecture: Reading Text Ch. 14	<u>Urban Society</u> 5th Ed. Gist & Fava (all)	Quiz
able to village, metro- megal-		Film presentation	<u>Sociology for High School</u> Gairan, Gray, Grove Ch. 20	
able to y a slum al Am-		Oral reports urban development programs	<u>Statistical Abstract</u> Census, etc	
able to xplain:			<u>How the Other Half Lives</u> Riis, Jacob	
e able an re-			Bucks Co. Films <u>Levittown, Pa.</u> 10029 (28 min)	Evaluate oral report
			Sound-Filmstrip <u>Model Cities</u> (H. U. D)	

What? Content?	Student Activities	Time	Activity or Teacher S
<p>XI. Minority groups</p> <p>A. Heterogeneous society</p> <ol style="list-style-type: none"> 1. importance of race 2. Difficulties in classification 3. Theory of origin of racial differences <p>B. Racial superiority</p> <ol style="list-style-type: none"> 1. scientific data <p>C. Prejudice - discrimination</p> <ol style="list-style-type: none"> 1. patterns of prejudice 2. scape goat-ing 3. hate groups 4. Effects of discrimination 	<p>The student will be able to list and explain in what respects all human beings are alike and in what respects may the members of various races differ.</p> <p>list and explain the way in which racial differences probably originated</p> <p>The student will be able to infer the point of view of a given author re the question of race by reading a sample of the author's work and writing a short essay on same</p> <p>The student will be able to analyze how contemporary American publics view the minorities question</p> <p>Student will collect from files of newspapers and magazines for one month all articles pertaining to minorities and analyze in order to arrive at American public's view of minorities</p>	<p>1 week</p>	<p>Lecture: Reading: Text Ch. 19</p> <p>Critical Review of es Mein Kampf</p>

	Time	Activity or Teacher Strategy	Materials	Evaluation
<p>able to what re- eings are pects of various</p> <p>the way ferences d</p> <p>able to view of a question a sample rk and ay on</p>	<p>1 week</p>	<p>Lecture: Reading: Text Ch. 15</p> <p>Critical Review of essay Mein Kampf</p>	<p><u>Sociology for High School</u> Sankowsky Ch. 15</p> <p><u>Race, Class, and Power</u> Mack</p> <p><u>Minorities in Am- erican Society</u> Marden, Myer</p> <p><u>Sociology Purpose and Scope</u> Redelan & Saal Ch. 8</p> <p><u>Mein Kampf</u> Hitler, A. Ch. 11</p>	<p>Quiz</p> <p>Quiz</p>
<p>able to analyze</p> <p>emporary view th n</p> <p>t from rs and month ning to lyze at Am- w of</p>			<p><u>Readers Guide to Periodical Literature</u></p>	<p>Project</p> <p>Project evaluation</p>

What? Content?	Student Activities	Time Activity or Teaching
5. Reactions of Negro community D. Integration 1. social effects 2. political effects 3. economic effects	The student will be able to list organizations and list conduct of same which have at various times been targets of prejudice and discrimination in our country and to give examples of organizations which have helped spread such attitudes	. Out-side work 10 min Film presentation Film presentation

	Time	Activity or Teacher Strategy	Materials	Evaluation
le to list have tar- is- ntry f ve -	10 min	Out- side work Film presentation Film presentation	<u>K. K. K.</u> Haas <u>Prejudice and Discrimination</u> Holmes, Fred Bucks Co. Films: <u>Boundary Lines</u> 28 (10 min) <u>In Search of a Post 10301</u>	Quiz

What? Content?	Student Activities	Time	Activity or Teacher Strate
<p>XII. Mobility and Stratification</p> <p>A. Individual roles</p> <p>1. status- ascribed achieved</p> <p>2. social class</p> <p>B. Stratification</p> <p>1. definition</p> <p>2. caste</p> <p>3. mobility</p> <p>C. Upper class</p> <p>D. Middle class</p> <p>E. Lower class</p> <p>F. Effects of stratification</p> <p>1. life-roles</p> <p>2. education</p> <p>3. mobility</p>	<p>The student will be able to list examples of different roles which people play throughout their lives. He will be able to explain orally how these roles differ according to (a) age (b) sex (c) special class or position</p> <p>He will be able to list and define a list of terms common to the jargon of the sociologist</p> <p>role role behavior status inability prestige upper class middle class lower class achieved status ascribed status social class stratification caste white collar blue collar</p>	<p>Cl. 3 wks.</p>	<p>Oral report</p> <p>Lecture</p> <p>Reading: Text Ch. 16</p> <p>Film presentation</p>

	Time	Activity or Teacher Strategy	Materials	Evaluation
able to ferent play es. He in es dif- age lass st and s com- the	Cl. 3 wks.	Oral report Lecture Reading: Text Ch. 16 Film presentation	<u>Sociology for High School</u> Sankowsky Ch. 16 <u>Race, Class and Power</u> Mack Ch. 11 <u>Readings in Gen. Science</u> O'Brien, Schrag, Martin Ch. 9 <u>Bucks Co. Film</u> <u>The Eye of the Beholder</u> 10294	Evalu- ation oral report Written quiz

What? Content?	Student Activities	Time	Activities or Teacher
	The student will be able to write a short account of contemporary work in the field of mobility or stratification of role in our society	out-side reports	
<p>XIII. Society - The Public</p> <p>A. Crowds</p> <ol style="list-style-type: none"> 1. characteristics <p>B. Public</p> <ol style="list-style-type: none"> 1. definition 2. impact upon society 3. opinion 4. Propaganda techniques 5. pressure groups 	The student will be able to identify advertisements that make a direct appeal to "status awareness"		Make a collection of which in student's or attempt to make a direct appeal to status awareness

Time	Activities or Teacher Strategy	Materials	Evaluation
out-side re-ports	Make a collection of ads, which in student's opinion attempt to make a direct appeal to status awareness	<u>The Status Seekers</u> Packard Vance <u>The Hidden Persuaders</u> <u>White Collar</u> Mills, C. Wright <u>The Power Elite</u> <u>How the Other Half</u> <u>Live!</u> Riis Jacobs <u>The Uprooted</u> Handin, Oscar Mass Media Publications and for descriptions of Radio and TV ads	Project