COURSE TITLE: American Sociology

DESCRIPTION OF COURSE:

This course is an introduction to the study of human society. Students will learn about the impact of society and culture on individuals and about the role of individuals in the construction of social life and culture. The main topics to be covered include: social groups, organizations (religion, education, marriage and family relations), social stratification, social deviance, race and ethnicity, various types of social inequality, and social change. A central focus of the course is understanding the nature of social inequality as it exists in the United States in terms of age, gender, race and social class.

MAJOR CONCEPTS AND TOPICS:

1. Foundations of Sociology
   • The Sociological Perspective

2. Foundations of Society
   • Culture
   • Society
   • Socialization
   • Groups and Organizations
   • Deviance, Crime and Social Control

3. Social Inequality
   • Stratification
   • Race and Ethnic Relations
   • Gender and Age Inequalities

4. Social Institutions
   • Family
   • Religion
   • Education
   • Sport
SOCIOLOGY COURSE COMPETENCIES

1. Students will examine that as individuals, groups, and societies interact with each other their social environments evolve.

2. Students will analyze that social stratification exists and results in different social systems.

3. Students will describe that as various cultures interact or collide in the U.S., each culture is impacted in its beliefs, knowledge, values and traditions.

4. Students will express that the ongoing tensions between individualism, equality and authority and how they are expressed have an impact on the core values of the individual, community, state or nation.

5. Students will distinguish that the changing patterns of class, ethnicity, race and gender influence social/political relations and social movements.

SOCIAL STUDIES PROCESS SKILLS

1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.

2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.

3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.

4. The student will understand that it is important to create and test generalizations and theses.

5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

6. The student will understand that it is important to calculate effects of decisions and decision-making.

SCHOOL-WIDE ACADEMIC EXPECTATIONS

1. Apply critical thinking and reasoning skills to solve a variety of problems in multiple contexts.

2. Demonstrate the skills required for the appropriate use of technology.

3. Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression.

Completed 11/4/08 by Kristin Ozana; Updated 7/29/09
Major Concept # 1
Foundations of Sociology

Topic:
   a. The Sociological Perspective

Competencies:
   1. Students will examine that as individuals, groups, and societies interact with each other their social environments evolve.
   4. Students will express that the ongoing tensions between individualism, equality and authority and how they are expressed, have an impact on the core values of the individual, community, state or nation.

Knowledge/Skills:
   • Define sociology
   • Explain why sociology is a social science
   • Define “theory” and explain its role in science

Process Skills:
   1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.
   2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
   3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
   4. The student will understand that it is important to create and test generalizations and theses.
   5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.
   6. The student will understand that it is important to calculate effects of decisions and decision-making.

Performance Assessment #1
Students will read the article “The McDonaldization of Society” and write a Reading Response addressing the following:
   • Define McDonaldization.
   • Are we a McDonaldized society, and has our society improved because of this?
   • How is this idea making Americans both more efficient and lazy at the same time?

Topics in PA #1
The Sociological Perspective.

Social Studies Process Skills
4. The student will understand that it is important to create and test generalizations and theses.
5. The student will understand that it is important to express clear...
### Sociology Competencies addressed in PA #1

1. Students will examine that as individuals, groups, and societies interact with each other their social environments evolve.

### School-Wide Competencies addressed in PA #1

3. Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression.

### PA #1 Rubric

<table>
<thead>
<tr>
<th>Level 4</th>
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</table>
| Students will produce a Reading Response in which:  
Student response shows a thorough, exemplary understanding of the questions and all important aspects are thoroughly discussed. Response is carefully and thoroughly developed with thoughtful and well chosen reasons, examples, quotes and supporting details.  
Student demonstrates exemplary reading skills, including comprehension, decoding skills, and understanding of factual information. Additionally, student consistently makes inferences, recognizes literary device, and makes connections to self and other readings.  
Student response has an introductory paragraph that satisfactorily tells the reader what will be in the essay. The concluding paragraph sufficiently wraps up the topics reported on. | Students will produce a Reading Response in which:  
Student response shows a consistent understanding of the questions and important aspects are satisfactorily discussed. Response is consistently developed (it may need reasons, examples, quotes or more supporting details.)  
Student consistently demonstrates effective reading skills, including comprehension, decoding skills, and understanding of factual information. Additionally, student is able to apply concepts to other readings.  
Student response shows an introduction and conclusion present, but the ideas and topics need to be expanded in order to properly introduce and wrap up the response. | Students will produce a Reading Response in which:  
Student response shows an inadequate understanding of the questions and important aspects were not adequately discussed. Response is inadequately developed, and you need to present more reasons, examples, quotes and supporting details that are clear and relevant.  
Student inadequately demonstrates effective reading skills, including word comprehension, decoding skills, and understanding of factual information.  
Student response shows either an introduction or conclusion, but not both. OR  
The introduction and conclusion are very | Students will produce a Reading Response in which:  
Student response suggests that the question(s) were not understood. Response provides some relevant reasons, examples, quotes and supporting details, but is not effectively developed.  
Student does not demonstrate effective reading skills, including word comprehension, decoding skills, and understanding of factual information.  
Student response shows no introduction or conclusion to the paper. |
Major Concept # 2
Foundations of Society

Topics:
  a. Culture  
  b. Society  
  c. Socialization  
  d. Groups and Organizations  
  e. Deviance, Crime and Social Control

Competencies:
1. Students will examine that as individuals, groups, and societies interact with each other their social environments evolve.
3. Students will describe that as various cultures interact or collide in the U.S., each culture is impacted in its beliefs, knowledge, values and traditions.
4. Students will express that the ongoing tensions between individualism, equality and authority and how they are expressed, have an impact on the core values of the individual, community, state or nation.
5. Students will distinguish that the changing patterns of class, ethnicity, race and gender influence social/political relations and social movements.

Knowledge/Skills:
- Recognize how sociologists distinguish between the terms “culture” and “society”;  
- Explain and illustrate the role language plays in creating and perpetuating culture; identify the characteristics and functions of symbols in society;  
- Examine the cultural differences of Americans, including beliefs, values, accepted behaviors and environment;  
- Define and illustrate ethnocentrism;  
- Understand examples of subculture & counterculture;  
- Define values and norms and explain the relationships between them;  
- Contrast and illustrate the concepts of folkway, more and law;  
- Describe Charles Cooley’s “looking glass self” process;  
- Describe how mass media images can distort children’s ideas of culture;
• Describe how Harry Harlow’s experiment with rhesus monkeys showed the negative effects of socialization;
• Describe why peer groups are so important;
• Describe how children raised without social contact have a negative effect on their socialization;
• Give examples that demonstrate how the definition of deviance is relative to time, place, situation and social status (how social deviance is socially constructed);
• State the various types of crimes and assess their effects on society;
• Interpret differences in crime and arrest rates by social categories of people (ethnicity, gender, socioeconomic stats, age);
• Compare crime rates in terms of race, class and gender differences.

Process Skills:
1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.
2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
4. The student will understand that it is important to create and test generalizations and theses.
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.
6. The student will understand that it is important to calculate effects of decisions and decision-making.

Performance Assessment #2
You are going to create a collage of symbols that depict your status in life. Sociologists associate statuses with where we live, our work (or school), our beliefs/religion, our family and our relationships. These images should say something about you and really symbolize your life. You should reference both material culture and nonmaterial culture. After creating your collage, reflect on your images by answering the following:
• What symbols do you have depicted and what do they mean to you?
• Are you satisfied with your status in life? Why or why not?
• If you could change your statuses, would you? Explain. How could you go about changing your status?
• What is missing from your collage, therefore, what is missing from your life? Why are these things missing?

Topics in PA #2
Culture and Society.

Social Studies Process Skills Addressed in PA #2
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.
### Sociology Competencies addressed in PA #2

1. Students will examine that as individuals, groups, and societies interact with each other their social environments evolve.

3. Students will describe that as various cultures interact or collide in the U.S., each culture is impacted in its beliefs, knowledge, values and traditions.

### School-Wide Competencies addressed in PA #2

3. Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression.

### PA #2 Rubric

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
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<tbody>
<tr>
<td>Students will produce a poster and paper in which:</td>
<td>Students will produce a poster and paper in which:</td>
<td>Students will produce a poster and paper in which:</td>
<td>Students will produce a poster and paper in which:</td>
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<tr>
<td>Student presented the poster in a highly creative fashion using color, pictures and symbols. Student used maximum effort in planning, writing and presenting the poster.</td>
<td>Student presented the poster in a creative fashion using color, pictures and symbols. Student made a strong effort in planning, writing and presenting the poster.</td>
<td>Student presented the poster in an inadequately creative fashion using color, pictures or symbols. Student made an effort in planning, writing and presenting the poster.</td>
<td>Student presented the poster in an using little to no color, pictures or symbols. Student used little effort in planning, writing and presenting the poster.</td>
</tr>
<tr>
<td>Student thoroughly explains their symbols and exceptionally answers each of the questions in their paper.</td>
<td>Student consistently explains their symbols and answers each of the questions in their paper.</td>
<td>Student inadequately explains their symbols and inadequately answers each of the questions in their paper.</td>
<td>Student does not explain their symbols and answer each of the questions in their paper.</td>
</tr>
<tr>
<td>Student consistently demonstrates exemplary writing skills in mechanics/usage, spelling, thesis/organization, and restatement of ideas. Additionally student is able to analyze, evaluate, present evidence and establish a mature style.</td>
<td>Student consistently demonstrates effective writing skills in mechanics/usage, spelling, thesis/organization, and restatement of ideas. Additionally student is able to analyze, evaluate and present evidence.</td>
<td>Student inadequately demonstrates effective writing skills in mechanics/usage, spelling, thesis/organization, and restatement of ideas.</td>
<td>Student does not demonstrate effective writing skills in mechanics/usage, spelling, thesis/organization, and restatement of ideas.</td>
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<tr>
<td>Student demonstrates exemplary skills in communicating creatively through the arts, music, and other forms of artistic and creative expression. Additionally, student</td>
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Completed 11/4/08 by Kristin Ozana; Updated 7/29/09
Students will read the article “Survivors of Flight F-227” and write a Reading Response addressing the following:

- As has been stressed in previous readings, each culture provides guidelines for how to view the world and for determining right and wrong. Almost all the world’s cultures uphold the idea that it is wrong to eat human flesh. Even though none of the survivors of this plane crash want to eat their dead comrades, they do. Not only do they eat them, but they also establish new norms to govern their behavior. Why do you think they would do this?
- What are examples of some of the “guidelines” the survivors establish for eating their dead comrades?
- What would you have done?

### Performance Assessment #3

**Topics in PA #3**
Culture, Society, Socialization and Groups and Organizations

**Social Studies Process Skills Addressed in PA #3**

<table>
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<tbody>
<tr>
<td>Students will produce a Reading Response in which: Student response shows a thorough, exemplary understanding of the questions and all important aspects are thoroughly discussed. Response is carefully</td>
<td>Students will produce a Reading Response in which: Student response shows a consistent understanding of the questions and important aspects are satisfactorily discussed. Response</td>
<td>Students will produce a Reading Response in which: Student response shows an inadequate understanding of the questions and important aspects were not adequately discussed. Response</td>
<td>Students will produce a Reading Response in which: Student response suggests that the question(s) were not understood. Response provides some relevant reasons, examples,</td>
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<tr>
<td>Response Level</td>
<td>Description</td>
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<tr>
<td>Excellent</td>
<td>Student demonstrates exemplary reading skills, including comprehension, decoding skills, and understanding of factual information. Additionally, student consistently makes inferences, recognizes literary device, and makes connections to self and other readings. Student response has an introductory paragraph that satisfactorily tells the reader what will be in the essay. The concluding paragraph sufficiently wraps up the topics reported on. Student response is free from errors of grammar, usage and punctuation.</td>
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<tr>
<td>Satisfactory</td>
<td>Student consistently demonstrates effective reading skills, including comprehension, decoding skills, and understanding of factual information. Additionally, student is able to apply concepts to other readings. Student response shows an introduction and conclusion present, but the ideas and topics need to be expanded in order to properly introduce and wrap up the response. Student response has a few errors of grammar, usage and punctuation, but they do not distract the reader significantly.</td>
<td></td>
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<tr>
<td>Needs Revision</td>
<td>Student inadequately demonstrates effective reading skills, including word comprehension, decoding skills, and understanding of factual information. Additionally, student is able to apply concepts to other readings. Student response shows either an introduction or conclusion, but not both. OR The introduction and conclusion are very minimally written. Student response has a few errors of grammar, usage and punctuation, and some of these errors may confuse the reader and detract from the overall effectiveness of expression.</td>
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<tr>
<td>Poor</td>
<td>Student does not demonstrate effective reading skills, including word comprehension, decoding skills, and understanding of factual information. Student response shows no introduction or conclusion to the paper. Student response has a number of errors of grammar, usage and punctuation. These errors stand out and interrupt the flow of the response.</td>
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**Performance Assessment #4**

You are to pair up with one other person and design an experiment during the conduct of which you will break a norm usually associated with a role you play. For example, you might act as if you are a stranger in your own home or you might try to bargain with a fast food restaurant cashier. Your behavior needs to break a social norm. DO NOT BREAK ANY LAWS. Remember that your behavior must be sustained for a few minutes in order to obtain valid data. As you conduct the experiment, observe the reactions of the people you involve (your other partner will write them down). Summarize your results in a short paper addressing the following:
- What was the setting? Why did you choose this particular setting?
- Who were the people involved? What are their expected roles within this setting?
- What norms were broken? Why did you choose these norms?
- What strategy did you devise to carry this out?
- What did you expect to happen?
- Detail the reaction of others.
- Why do you think people reacted the way they did? Go beyond the obvious fact that you broke a norm. People have different ways of reacting to irregular behavior. Why do you think this is so?
- How do roles and expectations relate to one another? How did these two elements interact in the experiment? What was the result?

### Topics in PA #4
Culture, Society and Socialization.

### Social Studies Process Skills Addressed in PA #4
1. The student will understand that it is important to create and test generalizations and theses.
2. The student will understand that it is important to express clear and concise personal opinion supported by evidence.
3. The student will understand that it is important to calculate effects of decisions and decision-making.

### Sociology Competencies addressed in PA #4
1. Students will examine that as individuals, groups, and societies interact with each other their social environments evolve.

### School-Wide Competencies addressed in PA #4
1. Apply critical thinking and reasoning skills to solve a variety of problems in multiple contexts.
2. Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression.

### PA #4 Rubric

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Students will produce a paper in which:</td>
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<td>Students will produce a paper in which:</td>
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<tr>
<td>Student develops a precise hypothesis and demonstrates an ability to comprehensively evaluate and support the hypothesis of how the people are expected to act.</td>
<td>Student develops a hypothesis and demonstrates an ability to thoroughly evaluate the hypothesis of how the people are expected to act.</td>
<td>Student develops an inadequate hypothesis and demonstrates a minimal ability to evaluate the hypothesis of how the people are expected to act.</td>
<td>Student does not develop a valid hypothesis of how the people are expected to act.</td>
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<tr>
<td>Student thoroughly detailed the reactions of the people and comprehensively</td>
<td>Student consistently detailed the reactions of the people and fully explained why they</td>
<td>Student inadequately detailed the reactions of the people and fully explained why they</td>
<td>Student does not detail the reactions of the people and/or fully explain why they</td>
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</tbody>
</table>

Completed 11/4/08 by Kristin Ozana; Updated 7/29/09
explained why they believe the person acted that way.

Student consistently demonstrates exemplary writing skills in mechanics/usage, spelling, thesis/organization, and restatement of ideas. Additionally student is able to analyze, evaluate, present evidence and establish a mature style.

Students will read the article about Stanley Milgram's experiment and write a Reading Response addressing the following:

- Explain Stanley Milgram's original experiment and his intentions.
- Do you believe that American's are obedient people? Milgram states in this article, “A substantial portion of people do what they are told to do irrespective of the content of the act and without limitation of conscience so long as they perceive that the command comes from legitimate authority.” Do you believe this is true?
- Do you think you are obedient or not? Why do you think you are or are not?

Topics in PA #5

Culture, Society and Socialization.

Social Studies Process Skills Addressed in PA #5

4. The student will understand that it is important to create and test generalizations and theses.
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

Sociology Competencies addressed in PA #5

4. Students will express that the ongoing tensions between individualism, equality and authority and how they are expressed, have an impact on the core values of the individual, community, state or nation.

School-Wide Competencies addressed in PA #5

1. Apply critical thinking and reasoning skills to solve a variety of problems in multiple contexts.
3. Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression.

PA #5 Rubric

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<tbody>
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<td>Students will produce a</td>
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<td>Student response shows a thorough, exemplary understanding of the questions and all important aspects are thoroughly discussed. Response is carefully and thoroughly developed with thoughtful and well chosen reasons, examples, <em>quotes</em> and supporting details.</td>
<td>Student response shows a consistent understanding of the questions and important aspects are satisfactorily discussed. Response is consistently developed (it may need reasons, examples, quotes or more supporting details.)</td>
<td>Student response shows an inadequate understanding of the questions and important aspects were not adequately discussed. Response is inadequately developed, and you need to present more reasons, examples, quotes and supporting details that are clear and relevant.</td>
<td>Student response suggests that the question(s) were not understood. Response provides some relevant reasons, examples, quotes and supporting details, but is not effectively developed.</td>
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<td>Student demonstrates exemplary reading skills, including comprehension, decoding skills, and understanding of factual information. Additionally, student consistently makes inferences, recognizes literary device, and makes connections to self and other readings.</td>
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<td>Student does not demonstrate effective reading skills, including word comprehension, decoding skills, and understanding of factual information.</td>
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<td>Student response has an introductory paragraph that satisfactorily tells the reader what will be in the essay. The concluding paragraph sufficiently wraps up the topics reported on.</td>
<td>Student response shows an introduction and conclusion present, but the ideas and topics need to be expanded in order to properly introduce and wrap up the response.</td>
<td>Student response shows either an introduction or conclusion, but not both. OR The introduction and conclusion are very minimally written.</td>
<td>Student response shows no introduction or conclusion to the paper.</td>
</tr>
<tr>
<td>Student response is free from errors of grammar, usage and punctuation.</td>
<td>Student response has a few errors of grammar, usage and punctuation, but they do not distract the reader significantly.</td>
<td>Student response has a few errors of grammar, usage and punctuation, and some of these errors may confuse the reader and detract from the overall effectiveness of expression.</td>
<td>Student response has a number of errors of grammar, usage and punctuation. These errors stand out and interrupt the flow of the response.</td>
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</table>
Rules govern every social relationship of your life. Some regulations are clearly understood, written down and formally sanctioned (such as driving laws). Other rules are much more subtle—but firmly enforced by your parents, peers and teachers. Your assignment is to create a Rule Book for your life. You will list the rules and sanctions for each social situation listed below:

1. **The Rules:** For each category listed below, write three expected rules of behavior. What behaviors would be unacceptable or acceptable in these situations. **The Sanctions:** What sanctions would be used by others to reinforce obedience and discourage deviation? Remember, sanctions are rewards and punishments used to encourage people to follow norms. List a sanction for each rule.

2. For clarity and visual organization, each social situation should have a separate sheet of paper in your booklet. You also should illustrate each rule or sanction, using drawings, clipart, pictures or images.

The categories are as follows:

- Driving on a highway
- Sociology Class
- Eating lunch in the school cafeteria
- A first date
- Movie theater
- Formal dining in a restaurant
- Answering the telephone
- An interview for a new job
- Add two additional categories of your own choice

<table>
<thead>
<tr>
<th>Topics in PA #6</th>
<th>Culture, Society, and Deviance, Crime and Social Control.</th>
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<tbody>
<tr>
<td>Social Studies Process Skills Addressed in PA #6</td>
<td>5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.</td>
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<tr>
<td>Sociology Competencies addressed in PA #6</td>
<td>3. Students will describe that as various cultures interact or collide in the U.S., each culture is impacted in its beliefs, knowledge, values and traditions.</td>
</tr>
<tr>
<td>School-Wide Competencies addressed in PA #6</td>
<td>1. Apply critical thinking and reasoning skills to solve a variety of problems in multiple contexts. 3. Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression.</td>
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<th>PA #6 Rubric</th>
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<tbody>
<tr>
<td>Students will produce a booklet in which:</td>
<td>Students will produce a booklet in which:</td>
<td>Students will produce a booklet in which:</td>
<td>Students will produce a booklet in which:</td>
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<tr>
<td>Student presented the booklet in a highly creative fashion using color, pictures and symbols. Student used</td>
<td>Student presented the booklet in a creative fashion using color, pictures and symbols. Student made a strong</td>
<td>Student presented the booklet in an inadequately creative fashion using color, pictures or symbols.</td>
<td>Student presented the booklet in a using little to no color, pictures or symbols. Student used little</td>
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</table>
maximum effort in planning, writing and presenting the booklet.  
Student demonstrates exemplary skills in thoroughly and accurately explains the rules and sanctions in their booklet.  
Student demonstrates exemplary skills in communicating creatively through the arts, music, and other forms of artistic and creative expression. Additionally, student excels in application of and connections among concepts through several artistic genres.

<table>
<thead>
<tr>
<th>Performance Assessment #7</th>
<th>Students will read the article “The Importance of Being Beautiful” and write a Reading Response addressing the following:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>- Do you think beautiful people have a better or easier life? Give specific examples from your own life where you have seen this happen. Do you think you've ever been treated a certain way because of the way you look?</td>
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<tr>
<td></td>
<td>- Do you think we are all conditioned from an early age to think that being beautiful is important?</td>
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<tr>
<td></td>
<td>- Citing specific examples from the article, what is your impression of how our culture treats “beautiful” people, from infancy through old age?</td>
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<tr>
<th>Topics in PA #7</th>
<th>Culture, Society and Socialization.</th>
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<tr>
<th>Social Studies Process Skills Addressed in PA #7</th>
<th>4. The student will understand that it is important to create and test generalizations and theses.</th>
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<tbody>
<tr>
<td>-------------------------------------------------</td>
<td>5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.</td>
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| Sociology Competencies addressed in PA #7 | 4. Students will express that the ongoing tensions between individualism, equality and authority and how they are expressed, have an impact on the core values of the individual, community, state or nation. |

<table>
<thead>
<tr>
<th>School-Wide Competencies addressed in PA #7</th>
<th>1. Apply critical thinking and reasoning skills to solve a variety of problems in multiple contexts.</th>
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<tbody>
<tr>
<td></td>
<td>3. Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression.</td>
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<td><strong>PA #7 Rubric</strong></td>
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<tr>
<td><strong>Level 4</strong></td>
<td><strong>Level 3</strong></td>
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<tr>
<td>Students will produce a Reading Response in which:</td>
<td>Students will produce a Reading Response in which:</td>
</tr>
<tr>
<td>Student response shows a thorough, exemplary understanding of the questions and all important aspects are thoroughly discussed. Response is carefully and thoroughly developed with thoughtful and well chosen reasons, examples, quotes and supporting details.</td>
<td>Student response shows a consistent understanding of the questions and important aspects are satisfactorily discussed. Response is consistently developed (it may need reasons, examples, quotes or more supporting details.)</td>
</tr>
<tr>
<td>Student demonstrates exemplary reading skills, including comprehension, decoding skills, and understanding of factual information. Additionally, student consistently makes inferences, recognizes literary device, and makes connections to self and other readings.</td>
<td>Student consistently demonstrates effective reading skills, including comprehension, decoding skills, and understanding of factual information. Additionally, student is able to apply concepts to other readings.</td>
</tr>
<tr>
<td>Student response has an introductory paragraph that satisfactorily tells the reader what will be in the essay. The concluding paragraph sufficiently wraps up the topics reported on.</td>
<td>Student response shows an introduction and conclusion present, but the ideas and topics need to be expanded in order to properly introduce and wrap up the response.</td>
</tr>
<tr>
<td>Student response is free from errors of grammar, usage and punctuation.</td>
<td>Student response has a few errors of grammar, usage and punctuation, but they do not distract the reader significantly.</td>
</tr>
</tbody>
</table>

_Completed 11/4/08 by Kristin Ozana; Updated 7/29/09_
**Performance Assessment #8**  
You are a criminologist and are interested in how crime control has evolved through the years. Using the Internet, find a murder case from the year 1900. Find a similar type of murder case from the year 2000+. Consider how each murder was reported and punished (ex: the type of approach to crime control that was used). Design a chart to illustrate the similarities and differences between the two deviant acts. What can you conclude about society’s view of deviance at the time the crime was committed?

**Topics in PA #8**  
Culture, Society, and Deviance, Crime and Social Control.

**Social Studies Process Skills Addressed in PA #8**
1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.
2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
4. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

**Sociology Competencies addressed in PA #8**
1. Students will examine that as individuals, groups, and societies interact with each other their social environments evolve.
2. Students will describe that as various cultures interact or collide in the U.S., each culture is impacted in its beliefs, knowledge, values and traditions.

**School-Wide Competencies addressed in PA #8**
1. Apply critical thinking and reasoning skills to solve a variety of problems in multiple contexts.
2. Demonstrate the skills required for the appropriate use of technology.
3. Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression.

**PA #8 Rubric**

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
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<tbody>
<tr>
<td>Students will produce a chart in which:</td>
<td>Students will produce a chart in which:</td>
<td>Students will produce a chart in which:</td>
<td>Students will produce a chart in which:</td>
</tr>
<tr>
<td>Student demonstrates exemplary skills in thoroughly and accurately creating charts that illustrate the similarities and differences</td>
<td>Student consistently demonstrates effective skills in creating charts that illustrate the similarities and differences</td>
<td>Student inadequately demonstrates effective skills in creating charts that illustrate the similarities and differences</td>
<td>Student does not demonstrate effective skills in creating charts that illustrate the similarities and differences</td>
</tr>
</tbody>
</table>

*Completed 11/4/08 by Kristin Ozana; Updated 7/29/09*
similarities and differences between the two deviant acts.

Student thoroughly and comprehensively answers the following question: What can you conclude about society's view of deviance at the time the crime was committed?

Student consistently demonstrates an ability to thoroughly utilize a variety of technologies in an effective and efficient manner. Student does adhere to the school district's acceptable use policy.

Student locates, organizes, and synthesizes information from a wide variety of sources; consistently identifies the main ideas and evaluates the validity of information.

differences between the two deviant acts.

Student consistently answers the following question: What can you conclude about society's view of deviance at the time the crime was committed?

Student consistently demonstrates the use of technology to effectively enhance content area knowledge and skills. Student does adhere to the school district's acceptable use policy.

Student locates information from a variety of sources; consistently identifies the main ideas and evaluates the validity of information.

similarities and differences between the two deviant acts.

Student inadequately answers the following question: What can you conclude about society's view of deviance at the time the crime was committed?

Student demonstrates minimal use of technology to enhance content area knowledge and skills. Student does adhere to the school district's acceptable use policy.

Student inadequately locates information from a variety of sources, and demonstrates minimal ability to analyze it.

differences between the two deviant acts.

Student does not answer the following question: What can you conclude about society's view of deviance at the time the crime was committed?

Student does not demonstrate the ability to utilize technology.

Student does not locate information from a variety of sources.

---

Performance Assessment #9

Students will read the article “The Pathology of Imprisonment” and write a Reading Response addressing the following:

- Explain Philip Zimbardo's experiment. How did the “guards” and the “prisoners” begin to act?
- Why did Zimbardo stop the experiment?
- Do you think that the “structuring of relationships within the prison lays a firm foundation for prison brutality and violence?” (Zimbardo, 283)
- What changes would you suggest we make in the social structure of prisons for minimizing prison violence?

Topics in PA #9

Culture, Society and Socialization.

Social Studies Process Skills Addressed in PA #9

4. The student will understand that it is important to create and test generalizations and theses.
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

Sociology Competencies addressed in PA #9

4. Students will express that the ongoing tensions between individualism, equality and authority and how they are expressed, have an impact on the core values of the individual, community, state or nation.

Completed 11/4/08 by Kristin Ozana; Updated 7/29/09
### School-Wide Competencies addressed in PA #9

1. Apply critical thinking and reasoning skills to solve a variety of problems in multiple contexts.

3. Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression.

### PA #9 Rubric

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
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<tbody>
<tr>
<td>Students will produce a Reading Response in which:</td>
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<td>Students will produce a Reading Response in which:</td>
</tr>
<tr>
<td>Student response shows a thorough, exemplary understanding of the questions and all important aspects are thoroughly discussed. Response is carefully and thoroughly developed with thoughtful and well chosen reasons, examples, <strong>quotes</strong> and supporting details.</td>
<td>Student response shows a consistent understanding of the questions and important aspects are satisfactorily discussed. Response is consistently developed (it may need reasons, examples, quotes or more supporting details.)</td>
<td>Student response shows an inadequate understanding of the questions and important aspects were not adequately discussed. Response is inadequately developed, and you need to present more reasons, examples, quotes and supporting details that are clear and relevant.</td>
<td>Student response suggests that the question(s) were not understood. Response provides some relevant reasons, examples, quotes and supporting details, but is not effectively developed.</td>
</tr>
<tr>
<td>Student demonstrates exemplary reading skills, including comprehension, decoding skills, and understanding of factual information. Additionally, student consistently makes inferences, recognizes literary device, and makes connections to self and other readings.</td>
<td>Student consistently demonstrates effective reading skills, including comprehension, decoding skills, and understanding of factual information. Additionally, student is able to apply concepts to other readings.</td>
<td>Student inadequately demonstrates effective reading skills, including word comprehension, decoding skills, and understanding of factual information.</td>
<td>Student does not demonstrate effective reading skills, including word comprehension, decoding skills, and understanding of factual information.</td>
</tr>
<tr>
<td>Student response has an introductory paragraph that satisfactorily tells the reader what will be in the essay. The concluding paragraph sufficiently wraps up the topics reported on.</td>
<td>Student response shows an introduction and conclusion present, but the ideas and topics need to be expanded in order to properly introduce and wrap up the response.</td>
<td>Student response shows either an introduction or conclusion, but not both.</td>
<td>Student response shows no introduction or conclusion to the paper.</td>
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<tr>
<td>Student response is free</td>
<td>Student response has a</td>
<td>Student response has</td>
<td>Student response has</td>
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</table>
You are a high school student and, while you are a perfect young person, you notice that your classmates are little deviants. You realize that you’ve had enough with the level of wanton disregard for the rules! You decide to draft a proposal to the principal on how to better get students to follow the school rules.

For some background research, during the course of a week, you decide to discreetly observe your classmates (at lunch, in the classroom, in the hallways.) You are going to be watching for acts of deviance and you are going to track them. You will want to reference at least 5 different acts of deviance. (You do not need to keep track of who the deviant was; in fact, it's best not to list that in your essay, for confidentiality purposes.)

When you're done making your list, you will write a letter to Mr. Beitler or Mr. Cenatiempo, discussing what you observed and how you think these types of deviant acts can be remedied.
Performance Assessment #11

Students will read the article “The Saints and the Roughnecks” and write a Reading Response addressing the following:

- Give specific examples of how the article sets out to prove that their teachers, parents and townspeople treat these two different groups of boys very differently.
- Reject or defend this statement: Young people cut off from legitimate opportunity often form deviant subcultures as a strategy to gain prestige denied.
- From your understanding of Chambliss’ study, do you think deviance is socially created?
- The chapter case study “The Saints and the Roughnecks” describes how social class contributed to people’s perceptions of the level of deviance of two...
groups of boys. Some students complain that there are special groups in their schools (athletes, honor students, Student Council, etc) that never seem to be held responsible for their actions. Is this true of RHS? If so, why? If not, what do you credit for the even-handed discipline?

<table>
<thead>
<tr>
<th>Topics in PA #11</th>
<th>Culture, Society, Socialization and Deviance, Crime and Social Control.</th>
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</thead>
</table>
| Social Studies Process Skills Addressed in PA #11 | 4. The student will understand that it is important to create and test generalizations and theses.  
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence. |
| Sociology Competencies addressed in PA #11 | 4. Students will express that the ongoing tensions between individualism, equality and authority and how they are expressed, have an impact on the core values of the individual, community, state or nation. |
| School-Wide Competencies addressed in PA #11 | 1. Apply critical thinking and reasoning skills to solve a variety of problems in multiple contexts.  
3. Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression. |

**PA #11 Rubric**

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| Students will produce a Reading Response in which:  
Student response shows a thorough, exemplary understanding of the questions and all important aspects are thoroughly discussed. Response is carefully and thoroughly developed with thoughtful and well chosen reasons, examples, quotes and supporting details.  
Student demonstrates exemplary reading skills, including comprehension, decoding skills, and understanding of factual information. | Students will produce a Reading Response in which:  
Student response shows a consistent understanding of the questions and important aspects are satisfactorily discussed. Response is consistently developed (it may need reasons, examples, quotes or more supporting details.)  
Student consistently demonstrates effective reading skills, including comprehension, decoding skills, and understanding of | Students will produce a Reading Response in which:  
Student response shows an inadequate understanding of the questions and important aspects were not adequately discussed. Response is inadequately developed, and you need to present more reasons, examples, quotes and supporting details that are clear and relevant.  
Student inadequately demonstrates effective reading skills, including word comprehension, decoding skills, and understanding of | Students will produce a Reading Response in which:  
Student response suggests that the question(s) were not understood. Response provides some relevant reasons, examples, quotes and supporting details, but is not effectively developed.  
Student does not demonstrate effective reading skills, including word comprehension, decoding skills, and understanding of |

*Completed 11/4/08 by Kristin Ozana; Updated 7/29/09*
Additionally, student consistently makes inferences, recognizes literary device, and makes connections to self and other readings. Student response shows a few errors of grammar, usage and punctuation, but they do not distract the reader significantly. Student response shows a number of errors of grammar, usage and punctuation. These errors stand out and interrupt the flow of the response.

Student response has an introductory paragraph that satisfactorily tells the reader what will be in the essay. The concluding paragraph sufficiently wraps up the topics reported on. Student response has a few errors of grammar, usage and punctuation. Student response shows an introduction and conclusion present, but the ideas and topics need to be expanded in order to properly introduce and wrap up the response.

Major Concept # 3
Social Inequality

Topics:
  a. Stratification
  b. Race and Ethnic Relations
  c. Gender and Age Inequalities

Competencies:
  2. Students will analyze that social stratification exists and results in different social systems.
  4. Students will express that the ongoing tensions between individualism, equality and authority and how they are expressed, have an impact on the core values of the individual, community, state or nation.
  5. Students will distinguish that the changing patterns of class, ethnicity, race and gender influence social/political relations and social movements.

Knowledge/Skills:

Completed 11/4/08 by Kristin Ozana; Updated 7/29/09
• Explain intersections of race, class and gender in social systems of inequality;
• Distinguish between systems of class stratification;
• Explain the components of social class (wealth, power, prestige, occupation and status) and identify the social classes in American history;
• Define social mobility and differentiate between the types of social mobility;
• Differentiate between relative and absolute poverty and explain how the poverty line is determined;
• Discuss the controversies regarding culture of poverty theory;
• Define “race”, “minority” and “ethnicity”;
• Distinguish between prejudice and discrimination and provide an example of symbolic racism;
• Distinguish between racism and ethnocentrism;
• Identify the defining characteristics of a minority group;
• Explain the consequences of xenophobia;
• Explain the difference between assimilation, accommodation, cultural pluralism and anglo-conformity;
• Explain the sources of prejudice and discrimination;
• Define hate crimes and their frequency;
• Explain how institutional racism works in American society;
• Describe some of the minority groups in America;
• Understand what a self-fulfilling prophecy is and how it contributes to keeping minorities down;
• Compare and contrast gender identity and gender roles;
• Compare male and female brains;
• Define gender-role socialization and illustrate the ways in which family, media and schools contribute to it;
• Describe the status of women in America;
• Explain the relationships among the following concepts: pink-collar jobs, glass ceiling and the feminization of poverty;
• Explain what is meant by the expression “graying of America” and identify the major social changes caused by this trend;
• Explain why the elderly do and do not have political power; explain why women and the elderly are both minority groups.

Process Skills:
1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.
2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
4. The student will understand that it is important to create and test generalizations and theses.
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.
6. The student will understand that it is important to calculate effects of decisions and decision-making.

Completed 11/4/08 by Kristin Ozana; Updated 7/29/09
Students will read the article “Why We Hate” and write a Reading Response addressing the following:

- Define xenophobia. Looking under “Social Identity”, identify and explain the two theories of xenophobia.
- Monteith and Winters write “America prides itself on being a melting pot of cultures, but how we react to newcomers is often at odds with that self-image.” Do you think of the U.S. as a melting pot? How have you seen newcomers to our society treated?
- The “social identity theory” states that people naturally split into two groups—the “in-group” and the “out-group”. Do you agree that we think more highly of people in the in-group than those in the out-group? Give an example.
- What is a positive aspect of having knowledge of a prejudice? (look on page 111)

**Topics in PA #12**

Race and Ethnic Relations.

**Social Studies Process Skills Addressed in PA #12**

4. The student will understand that it is important to create and test generalizations and theses.
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

**Sociology Competencies addressed in PA #12**

5. Students will distinguish that the changing patterns of class, ethnicity, race and gender influence social/political relations and social movements.

**School-Wide Competencies addressed in PA #12**

1. Apply critical thinking and reasoning skills to solve a variety of problems in multiple contexts.
3. Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression.

**PA #12 Rubric**

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<tbody>
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<td>Students will produce a Reading Response in which: Student response shows a thorough, exemplary understanding of the questions and all important aspects are thoroughly discussed. Response is carefully and thoroughly developed with thoughtful and well chosen reasons, examples, quotes and supporting details.</td>
<td>Students will produce a Reading Response in which: Student response shows a consistent understanding of the questions and important aspects are satisfactorily discussed. Response is consistently developed (it may need reasons, examples, quotes or more supporting details.)</td>
<td>Students will produce a Reading Response in which: Student response shows an inadequate understanding of the questions and important aspects were not adequately discussed. Response is inadequately developed, and you need to present more reasons, examples, quotes and supporting details that are clear and relevant.</td>
<td>Students will produce a Reading Response in which: Student response suggests that the question(s) were not understood. Response provides some relevant reasons, examples, quotes and supporting details, but is not effectively developed.</td>
</tr>
<tr>
<td>Student demonstrates exemplary reading skills, including comprehension, decoding skills, and understanding of factual information. Additionally, student consistently makes inferences, recognizes literary device, and makes connections to self and other readings.</td>
<td>Student consistently demonstrates effective reading skills, including comprehension, decoding skills, and understanding of factual information. Additionally, student is able to apply concepts to other readings.</td>
<td>Student inadequately demonstrates effective reading skills, including word comprehension, decoding skills, and understanding of factual information.</td>
<td>Student does not demonstrate effective reading skills, including word comprehension, decoding skills, and understanding of factual information.</td>
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<tr>
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</tr>
<tr>
<td>Student response has an introductory paragraph that satisfactorily tells the reader what will be in the essay. The concluding paragraph sufficiently wraps up the topics reported on.</td>
<td>Student response shows an introduction and conclusion present, but the ideas and topics need to be expanded in order to properly introduce and wrap up the response.</td>
<td>Student response shows either an introduction or conclusion, but not both. OR The introduction and conclusion are very minimally written.</td>
<td>Student response shows no introduction or conclusion to the paper.</td>
</tr>
<tr>
<td>Student response is free from errors of grammar, usage and punctuation.</td>
<td>Student response has a few errors of grammar, usage and punctuation, but they do not distract the reader significantly.</td>
<td>Student response has a few errors of grammar, usage and punctuation, and some of these errors may confuse the reader and detract from the overall effectiveness of expression.</td>
<td>Student response has a number of errors of grammar, usage and punctuation. These errors stand out and interrupt the flow of the response.</td>
</tr>
</tbody>
</table>

**Performance Assessment #13**

In groups of two, search old magazines and newspapers to create a scrapbook of how marketers can use gender negatively (to encourage stereotypes, for example) or positively (to create new images). Gather several magazines with lots of advertising that you have permission to cut. Carefully cut out ten ads that feature women and paste each ad to a sheet of paper. Then label each according to one (or more) of the negative or positive criteria listed below and explain why the ad falls in that category. You don't need to use all the categories. Feel free to make up your own categories if needed.

- Reinforces a female stereotype
- Uses sex appeal to sell a product
- Encourages a woman to be beautiful
- Idealizes youthful appearance
- Reinforces gender roles of children
- Generally offensive, degrading or insulting
- Shows a woman in a leadership role
| Topics in PA #13 | • Shows a woman in a nontraditional role  
• Shows a minority woman in a professional capacity |
|-----------------|--------------------------------------------------|
| Social Studies Process Skills Addressed in PA #13 | 3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.  
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence. |
| Sociology Competencies addressed in PA #13 | 5. Students will distinguish that the changing patterns of class, ethnicity, race and gender influence social/political relations and social movements. |
| School-Wide Competencies addressed in PA #13 | 3. Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression. |

### PA #13 Rubric

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will present a scrapbook that has:</td>
<td>Students will present a scrapbook that has:</td>
<td>Students will present a scrapbook that has:</td>
<td>Students will present a scrapbook that has:</td>
</tr>
<tr>
<td>Student has at least the 10 required ads, complete with exceptionally detailed description of each category and why the ad falls in that category.</td>
<td>Student has 7-9 required ads, complete with a consistently detailed description of each category and why the ad falls in that category.</td>
<td>Student has 5-6 required ads, with inadequately detailed description of each category and why the ad falls in that category.</td>
<td>Student has less than 5 required ads, without a detailed description of each category and why the ad falls in that category.</td>
</tr>
<tr>
<td>Student has chosen ads that have a strong, clear relevance to the designated categories.</td>
<td>Student has chosen ads that have a clear relevance to the designated categories.</td>
<td>Student has chosen ads that have an inadequate relevance to the designated categories.</td>
<td>Student has chosen ads that have little relevance to the designated categories.</td>
</tr>
<tr>
<td>Student presented the scrapbook in a highly creative fashion using color, pictures and symbols. Student used maximum effort in planning, writing and presenting the Scrapbook.</td>
<td>Student presented the scrapbook in a creative fashion using color, pictures and symbols. Student made a strong effort in planning, writing and presenting the Scrapbook.</td>
<td>Student presented the scrapbook in a fairly creative fashion using color, pictures or symbols. Student made an effort in planning, writing and presenting the Scrapbook.</td>
<td>Student presented the scrapbook in a standard fashion using little to no color, pictures or symbols. Student used little effort in planning, writing and presenting the Scrapbook.</td>
</tr>
<tr>
<td>Student demonstrates exemplary skills in communicating effectively through the</td>
<td>Student consistently demonstrates effective skills to communicate creatively through the</td>
<td>Student inadequately demonstrates effective skills to communicate</td>
<td>Student does not demonstrate effective skills to communicate creatively through the</td>
</tr>
</tbody>
</table>

*Completed 11/4/08 by Kristin Ozana; Updated 7/29/09*
| Performance Assessment PA #14 | Ethnic and racial minorities are an integral thread in the tapestry we call ‘America”. Create a visual presentation that compares 2 ethnic/racial minority groups in the U.S. regarding income levels, education completion, history of assimilation, population dispersion, subcultures, prejudice and discrimination past and present. Include also your evaluation regarding the data you compile. |
| Topics in PA#14 | Social Stratification, and Race and Ethnic Relations. |
| Social Studies Process Skills Addressed in PA#14 | 1. Students will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.  
2. Students will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.  
3. Students will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information. |
| Sociology Competencies Addressed in PA#14 | 2. Students will analyze that social stratification exists and results in different social systems.  
3. Students will describe that as various cultures interact or collide in the U.S. and on a global scale each culture is impacted in its beliefs, knowledge, values and traditions.  
5. Students will understand that the changing patterns of class, ethnicity, race and gender influence social/political relations and social movements. |
| School-Wide Competencies Addressed in PA#14 | 2. Demonstrate the skills required for the appropriate use of technology.  
3. Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression. |
| Rubric PA#14 | Level 4 | Level 3 | Level 2 | Level 1 |
| The student will produce a presentation that: | The student will produce a presentation that: | The student will produce a presentation that: | The student will produce a presentation that: |
| Student exhibits extensive research and critical analysis relevant to information | Student exhibits research and analysis relevant to information regarding social | Student exhibits data collection and some of the relevant information on social | Student exhibits little data collection and evaluates little of the relevant information |
regarding social stratification and 2 specific ethnic/racial minority groups in the U.S.

Student presented the work in a highly creative fashion using color, pictures and symbols. Student used maximum effort in planning, writing and presenting the product.

Student demonstrates exemplary skills in communicating effectively through the arts, music and other forms of artistic and creative expression. Additionally, the student excels in application of and connections among concepts through several artistic genres.

stratification and 2 specific ethnic/racial minority groups in the U.S.

Student presented the work in a creative fashion using color, pictures and symbols. Student made a strong effort in planning, writing and presenting the product.

Student consistently demonstrates effective skills to communicate creatively through the arts, such as music, dance, theater and other forms of artistic expression. Additionally, student is able to apply concepts through a variety of artistic means.

stratification and 2 specific ethnic/racial minority groups in the U.S.

Student presented the work in an inadequately creative fashion using color, pictures or symbols. Student made an effort in planning, writing and presenting the product.

Student inadequately demonstrates effective skills to communicate creatively through the arts, such as music, dance, theater, and other forms of artistic expression.

on social stratification and 2 specific ethnic/racial minority groups in the U.S.

Student presented the work in a using little to no color, pictures or symbols. Student used little effort in planning, writing and presenting the product.

Student does not demonstrate effective skills to communicate creatively through the arts or other forms of artistic expression.

Performance Assessment #15

Students will read the article “Savage Inequalities” and write a Reading Response addressing the following:

- Briefly describe life in East St. Louis.
- When Kozol ventured to suburban Rye, NY, he met with some students. They had three positions to the questions of equality and race. Describe those three positions.
- One student from Rye makes a suggestion: “Keep [the underprivileged] where they are but make it equal.” Do you think “separate but equal” is possible and plausible?
- Do you agree with the current way we fund education (income and property taxes)? What can the U.S. government do instead?

Topics in PA #15

Social stratification and Race and Ethnic Relations.

Social Studies Process Skills Addressed in PA #15

4. The student will understand that it is important to create and test generalizations and theses.
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

Sociology Competencies addressed in PA #15

2. Students will analyze that social stratification exists and results in different social systems.
5. Students will distinguish that the changing patterns of class, ethnicity, race and gender influence social/political relations and
<table>
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<tr>
<th>School-Wide Competencies addressed in PA #15</th>
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<tbody>
<tr>
<td>1. Apply critical thinking and reasoning skills to solve a variety of problems in multiple contexts.</td>
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<tr>
<td>3. Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression.</td>
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### PA #15 Rubric

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<td>Student response shows an inadequate understanding of the questions and important aspects were not adequately discussed. Response is inadequately developed, and you need to present more reasons, examples, quotes and supporting details that are clear and relevant.</td>
<td>Students response suggests that the question(s) were not understood. Response provides some relevant reasons, examples, quotes and supporting details, but is not effectively developed.</td>
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<td>Student demonstrates exemplary reading skills, including comprehension, decoding skills, and understanding of factual information. Additionally, student consistently makes inferences, recognizes literary device, and makes connections to self and other readings.</td>
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Student response has a few errors of grammar, usage and punctuation, and some of these errors may confuse the reader and detract from the overall effectiveness of expression.

Student response has a number of errors of grammar, usage and punctuation. These errors stand out and interrupt the flow of the response.

Major Concept # 4
Social Institutions

Topics:
  a. Family
  b. Religion
  c. Education
  d. Sport

Competencies:
  3. Students will describe that as various cultures interact or collide in the U.S., each culture is impacted in its beliefs, knowledge, values and traditions.
  4. Students will express that the ongoing tensions between individualism, equality and authority and how they are expressed, have an impact on the core values of the individual, community, state or nation.
  5. Students will distinguish that the changing patterns of class, ethnicity, race and gender influence social/political relations and social movements.

Knowledge/Skills:
- Discuss how formal organizations influence behavior of their members (churches, political parties, fraternal organizations);
- Identify which basic societal needs are satisfied by the family institution;
- Analyze ways in which family life can be disrupted;
- Identify the major changes that have taken place in the American family this century;
- Discuss the meaning and nature of religiosity in America;
- Understand the relationship between American sport and social mobility;
- Justify sport as an American institution.

Process Skills:
  1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.
  2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.

4. The student will understand that it is important to create and test generalizations and theses.

5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

6. The student will understand that it is important to calculate effects of decisions and decision-making.

**Performance Assessment #16**

Students will read the article “It’s Morning After in America” and write a Reading Response addressing the following:

- Hymowitz talks about the “Millennials” (those born between 1981-1999) in this way: “They adore their parents, they want to succeed, they’re optimistic, trusting, cooperative, dutiful and civic-minded.” First of all, does this describe you, since you are a “Millennial”? Next, do you think this describes most people of your generation?

- Studies cited in this article show that young people are more marriage and family orientated than people 20 years ago were. Do you think this is true, why or why not?

- The article states “73.8 percent of college kids say succeeding financially is an important life goal,” and that “some argue that we are witnessing the rise of a shallow, money-grubbing generation.” How do you feel about that?

- Obviously, kids are different than they were a generation ago. After reading this article, how do you think your generation is different than the previous?

**Topics in PA #16**

- Family.

**Social Studies Process Skills Addressed in PA #16**

- The student will understand that it is important to create and test generalizations and theses.

- The student will understand that it is important to express clear and concise personal opinion supported by evidence.

**Sociology Competencies addressed in PA #16**

- Students will analyze that social stratification exists and results in different social systems.

- Students will distinguish that the changing patterns of class, ethnicity, race and gender influence social/political relations and social movements.

**School-Wide Competencies addressed in PA #16**

- Apply critical thinking and reasoning skills to solve a variety of problems in multiple contexts.

- Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression.

**PA #16 Rubric**

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<td>Student does not demonstrate effective reading skills, including word comprehension, decoding skills, and understanding of factual information.</td>
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<td>Student response is free from errors of grammar, usage and punctuation.</td>
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<td>Student response has a number of errors of grammar, usage and punctuation. These errors stand out and interrupt the flow of the response.</td>
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A noted psychologist has written extensively about the need for requiring parenting licenses for people who want to have children. Jack C. Westman is an advocate for parenting licenses. He has written a book that offers solutions to the problems of child abuse and neglect, and also outlines a plan to implement parenting licensing. You are fascinated by this and decide to research this topic online. You will print an article of information on the subject, read it and on report its findings by writing a persuasive essay. Do you agree with the parenting license idea? Why or why not?

**Topics in PA #17**

**Social Studies Process Skills Addressed in PA #17**

1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.
2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
4. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

**Sociology Competencies addressed in PA #17**

1. Students will examine that as individuals, groups, and societies interact with each other their social environments evolve.
5. Students will distinguish that the changing patterns of class, ethnicity, race and gender influence social/political relations and social movements.

**School-Wide Competencies addressed in PA #17**

1. Apply critical thinking and reasoning skills to solve a variety of problems in multiple contexts.
2. Demonstrate the skills required for the appropriate use of technology.
3. Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression.

**PA #17 Rubric**

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<td>Students' position statement provides a clear, strong statement of the position on the topic.</td>
<td>Students' position statement provides a clear statement of the position on the topic.</td>
<td>Students' position statement is present, but does not make the position clear.</td>
<td>Students does not present a position statement.</td>
</tr>
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<td>Student has an introductory paragraph that has a strong hook</td>
<td>Student has an introductory paragraph that has a hook or</td>
<td>Student has an interesting introductory</td>
<td>Students' introductory paragraph is not interesting AND is not</td>
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<th>attention grabber, but it is weak, rambling or inappropriate for the audience.</th>
<th>paragraph but the connection to the topic is not clear.</th>
<th>relevant to the topic.</th>
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<td>Most of the student's evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</td>
<td>At least one of the student’s pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.</td>
<td>Students’ evidence and examples are NOT relevant AND/OR are not explained.</td>
</tr>
<tr>
<td>Student gives a conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.</td>
<td>Students’ position is restated within the closing paragraph, but not near the beginning.</td>
<td>Student does not give a conclusion - the paper just ends.</td>
</tr>
<tr>
<td>Student demonstrates the use of technology to effectively enhance content area knowledge and skills. Student does adhere to the school district’s acceptable use policy.</td>
<td>Student demonstrates minimal use of technology to enhance content area knowledge and skills. Student does adhere to the school district’s acceptable use policy.</td>
<td>Student does not demonstrate the ability to utilize technology.</td>
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<td>Student locate information from a wide variety of sources; consistently identifies the main ideas and evaluates the validity of information.</td>
<td>Student inadequately locates information from a variety of sources, and demonstrates minimal ability to analyze it.</td>
<td>Student does not locate information from a variety of sources.</td>
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**Performance Assessment #18**

Students will read the article “The Great American Football Ritual” and write a Reading Response addressing the following:

- How important are sports to Americans?
- Do you think sports are linked to patriotism, as the article suggests?
- Why do you think the males and females that took place in the powder-puff football game acted so differently in their roles? Why do you think it was called the “powder-puff” game?
- How are race and social class depicted in this article?
- Why do these boys say that they play football? What are their reasons?
- The article states “Team sports, and especially American football, generally socialize males to be warriors.” Do you agree with that statement? Why and where do men need to be warriors? And why aren’t women socialized the same way? Think in terms of gender roles.

### Topics in PA #18

<table>
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<th>Sport.</th>
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### Social Studies Process Skills Addressed in PA #18

4. The student will understand that it is important to create and test generalizations and theses.
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

### Sociology Competencies addressed in PA #18

1. Students will examine that as individuals, groups, and societies interact with each other their social environments evolve.
2. Students will analyze that social stratification exists and results in different social systems.
3. Students will describe that as various cultures interact or collide in the U.S., each culture is impacted in its beliefs, knowledge, values and traditions.

### School-Wide Competencies addressed in PA #18

1. Apply critical thinking and reasoning skills to solve a variety of problems in multiple contexts.
3. Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression.

### PA #18 Rubric

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