

GLENCOE CORRELATION
SOCIOLOGY AND YOU
DEPARTMENT OF DEFENSE DEPENDENT SCHOOLS
Social Studies Curriculum Standards-Sociology

OBJECTIVES	PAGE REFERENCES
S1 CITIZENSHIP: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:	
a. Explain factors that affect social change.	SE: 25, 209-210, 471-472, 568-577 TWE: D 25-26, 472 LS 572-573 S 570-571 Activities: RP 209: (Drama)—Perform a skit that illustrates deviant, not criminal, behavior, and the interactions with the persons who consider the behavior deviant. D 472: (Behavior)—Use the “high five” to show reverence, as an example of symbolic interactionism. Discuss the reaction of others outside the class who wouldn’t understand. S 569: (Language Arts)—Conduct a survey about the possibilities of creating unisex bathrooms in public buildings to gather opinions about taking social change too far. S 570: (Oral Communication)—Interview people from different generations about the technological changes in their lives and the effects on society. TS 571: (Technology)—Observe reactions to various situations without technology such as turning off all electrical appliances and electronics in the house for 10 minutes. LS 572: (Drama/Language Arts)—Outline and perform a skit showing the effects of time travel on the societies that are visited.
b. Recognize group behavior as shown by fads, language, leadership, and tradition.	SE: 9-11, 77-79, 583 TWE: TS 10, 11 Activities: D 9: (Time)—Pass out a mixed up calendar that will produce some stress as an example that our reality (of a calendar) has been socially constructed. D 10: (Time)—Compare the similar hourly activities and daily schedules of classmates as an example of how social structure exists in school. TS 10: Consider reactions to a fight in the cafeteria. D 77: (Language Arts)—Complete the endings to familiar proverbs. D 78: (Time)—Hide all clocks and put away watches to illustrate the American obsession with time. D 79: (Communication)—Students form a line in order of birthdays, without talking. TS 582: (Behavior)—Start a fad and see if it catches on.
c. Identify how group behavior can be influenced through voting.	SE: 337, 433-435 TWE: U 433 Activities: OQ 336: (Critical Thinking)—Hypothesize why voter turnout increases with age. LS 337: (Music)—Share with a person over 65, the reasons why a specific song is appealing. E 434: (Government)—Get involved with government at the local level.

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<p>d. Analyze factors that encourage or impede social mobility.</p>	<p>SE: 160, 265-268, 504, 512-514 <i>Sociology Today</i> 283 <i>Focus on Research</i> 576-577</p> <p>TWE: U 265</p> <p>Activities:</p> <p>RP 160: (Drama)—Script and act out scenes from the paragraph that answers the question, “How does the role of the family change?” p. 160.</p> <p>LS 265: (Graphic Arts)—Create a graphic illustrating the jobs held by family members, including a method indicating any social mobility.</p> <p>IA 266: (History)—Research and chart the differences and similarities between the caste system in India, apartheid in South Africa, and the caste system brought about by slavery in the United States.</p> <p>IA 267: (Psychology)—Research theories that explain how social mobility can change with the onset of mental illness.</p> <p>C 268: Share personal experiences about downward mobility and society’s perception towards the individuals involved.</p> <p>E 515: (Physical Education)—Locate local organizations that are working to end discrimination in sports.</p>
<p>SS2 CULTURE: Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:</p>	
<p>a. Classify the traits of culture as artifacts, beliefs, practices, or values.</p>	<p>SE: 72-73, 81-91, 92-94, 100-102 <i>Another Time</i> 76</p> <p>TWE: IA 82 U 72</p> <p>Activities:</p> <p>U...Conflict Resolution 72: (Culture)—Students from different cultural backgrounds look for similar customs, habits, holidays, and family arrangements to see that all cultures have more in common than not.</p> <p>U...Problem-Solving Skills 73: (Research)—Present evidence to support that either humans are products of genetics (nature) or environment (nurture).</p> <p>TS 82: (Culture)—View the video, <i>The Gods Must Be Crazy</i> which illustrates what might happen when one culture comes into contact with an artifact from another culture.</p> <p>P 83: (Culture)—Identify common folkways.</p> <p>LS 84: (Culture/Drama)—Act out situations showing folkways, mores, and laws.</p> <p>LS 85: (Cultures/Art)—Create pamphlets for teenage visitors from other cultures who will be spending a week with an American family.</p> <p>C 86: (Culture/Drama/Language Arts)—Present a skit, debate or oral reading to answer the question, “How is cultural relativism part of the sociological imagination?”</p> <p>E 91: (Culture)—Plan and implement a Culture Day for school.</p> <p>P 92: (Cultural)—Analyze an activity in terms of its material and nonmaterial aspects, and its cultural components.</p> <p>C 100: (Culture)—Search the daily newspaper for examples of ethnocentrism.</p>
<p>b. Explore reasons for cultural diversity.</p>	<p>SE: 98, 280-282</p> <p>TWE: S 98 U 98</p> <p>Activities:</p> <p>S 98: (Counterculture)—Interview parents or adults who were teens in the 1960’s to find out how involved they were in the counterculture movement.</p> <p>IA 282: (History)—Research genocide in history, looking at how prejudice formed and make comparisons to our society.</p>

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<p>c. Discuss cultural pluralism in societal systems.</p>	<p>SE: 280-282, 290-301 TWE: D 300 U 280 W 82, 278</p> <p>Activities: IA 282: (History)—Research genocide in history, looking at how prejudice formed and make comparisons to our society. D 290: Illustrate the idea of institutionalized discrimination by having one player in a chess game get two moves for every one move of the other player. C 291: (History)—Design projects that look at important events from the civil rights movement of the 1950's and 60's. LS 292: Students all wear something striking for 24 hours to show that they are members of a distinct group. Later, share feelings and experiences. E 294: (Culture)—Research the arrival of major ethnic and racial groups in the community to teach about special circumstances, and achievements. LS 295: (Culture/Art)—Create family trees.</p>
<p>d. Describe how ethnocentrism and nationalism impact our relationships with other groups.</p>	<p>SE: 98-100, 278 TWE: C 100 D 300 M 278 R 100</p> <p>Activities: S 98: (Counterculture)—Interview parents or adults who were teens in the 1960's to find out how involved they were in the counterculture movement. C 100: (Culture)—Search the daily newspaper for examples of ethnocentrism.</p>
<p>SS3 TIME, CONTINUITY, AND CHANGE: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:</p>	
<p>a. Describe the changing relationship between human beings and their environment.</p>	<p>SE: 572, 574 <i>Another Time</i> 76 TWE: LS 572-573 TS 572</p> <p>Activities: LS 572: (Drama/Language Arts)—Outline and perform a skit showing the effects of time travel on the societies that are visited. OD 76: (Language Arts)—Write a description of some aspect of everyday American life from the Nacirema perspective.</p>
<p>b. Identify factors that lead to group identification.</p>	<p>SE: 290-301 TWE: OQ 294, 300 P 296 TS 297</p> <p>Activities: D 290: Illustrate the idea of institutionalized discrimination by having one player in a chess game get two moves for every one move of the other player. C 291: (History)—Design projects that look at important events from the civil rights movement of the 1950's and 60's. LS 292: Students all wear something striking for 24 hours to show that they are members of a distinct group. Later, share feelings and experiences. E 294: (Culture)—Research the arrival of major ethnic and racial groups in the community to teach about special circumstances, and achievements. LS 295: (Culture/Art)—Create family trees.</p>

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c. Explore the development and changing roles of the family.	SE: 348-355, 357-361, 363-369, 371-380 <i>Enrichment Reading</i> 384-385 Activities: IA 349: (History)—Research families in different historical times and cultures. LS 350: (Geography)—Identify locations of extended family members and tell how people remain “connected”. TS 351: (Math)—Plan a wedding, researching starting salaries, and a budget for the event. P 352: (Research)—Use library resources to learn more about family patterns in other countries. D 358: (Health)—Get signatures on index cards unless the card held is M (monogamous) or A (abstinent). Students with HIV+ index cards later chain with others who signed. E 363: (Family Studies)—Contact social services to “adopt” a family in need of assistance. S 364: (Family Studies)—Recreate Laner’s findings by conducting a survey about marriage. D 369: (Family Studies)—Discuss abuse, while two students beat their desk every 30 seconds to represent the occurrences of acts of domestic violence and child abuse. C 374: (Family Studies)—Act out family conflicts and resolutions. LS 375: (Drama)—Act out family patterns such as nuclear family, in different situations.
d. Explain the impact of women in the work force on society.	SE: 322-324, 325, 374-375, 594 <i>World View</i> 318 TWE: S 323 WV 318 Activities: TS 322: (Research)—Create a hypothesis about gender discrimination in sports at school. S 323: (Research)—Survey regarding gender, economics, and employment. IA 324: (Multicultural Studies)—Describe the cultural attitudes about women in other cultures. C 374: (Family Studies)—Act out family conflicts and resolutions. LS 375: (Drama)—Act out family patterns such as nuclear family, in different situations.
e. Describe the problems faced by the elderly in societal systems.	SE: 330-332, 333-338 <i>Focus on Research</i> 334-335 TWE: S 330 U 332 W 331 Activities: S 330: (Research)—Interview senior citizens about the changes in the job market. CS 331: (Guidance)—Connect to a website for more information about gerontology. U...Problem-Solving Skills 332: (Research)—Research the number of fatalities caused by elderly people driving slow. E 333: (History)—Interview a senior who has personal knowledge of a historical event.

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SS4 SPACE AND PLACE: Social studies programs should include experiences that provide for the study of space and place, so that the learner can:	
a. Assess how location affects an individual or a group's perception of the world.	SE: 92, 121-124 <i>Another Place</i> 176 <i>Another Time</i> 120 <i>Using Your Social Imagination</i> 71 TWE: S 176 U 95 Activities: P 92: (Cultural)—Analyze an activity in terms of its material and nonmaterial aspects, and its cultural components. LS 122: (Language Arts/Art)—Add daily, theme-related writings to a butcher paper “graffiti wall”. IA 124: (Culture)—Chart cultural practices in other countries and the correlating practices in the United States. S 176: (Research)—Ask people, “tell me 5 things about yourself” to illustrate the importance most people give to their job.
b. Recognize the interrelationship between geographical location and behavior.	SE: 9, 72-73, 90, 95 <i>Another Time</i> 10 TWE: U 72 Activities: D 9: (Time)—Pass out a mixed up calendar that will produce some stress as an example that our reality (of a calendar) has been socially constructed. U...Conflict Resolution 72: (Culture)—Students from different cultural backgrounds look for similar customs, habits, holidays, and family arrangements to see that all cultures have more in common than not. U...Problem-Solving Skills 73: (Research)—Present evidence to support that either humans are products of genetics (nature) or environment (nurture). D 10: (Time)—Compare the similar hourly activities and daily schedules of classmates as an example of how social structure exists in school.
SS5 INDIVIDUAL DEVELOPMENT AND IDENTITY: Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:	
a. Describe the influences of various historical and contemporary cultures on the life of an individual.	SE: 79, 81-90 TWE: R 100 U 83, 89 Activities: D 79: (Communication)—Students form a line in order of birthdays, without talking. TS 82: (Culture)—View the video, <i>The Gods Must Be Crazy</i> which illustrates what might happen when one culture comes into contact with an artifact from another culture. P 83: (Culture)—Identify common folkways. LS 84: (Culture/Drama)—Act out situations showing folkways, mores, and laws. LS 85: (Cultures/Art)—Create pamphlets for teenage visitors from other cultures who will be spending a week with an American family. C 86: (Culture/Drama/Language Arts)—Present a skit, debate or oral reading to answer the question, “How is cultural relativism part of the sociological imagination?” C 100: (Culture)—Search the daily newspaper for examples of ethnocentrism.

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<p>b. Assess various institutional influences that affect personal goals.</p>	<p>SE: 440-444, 446-449, 450-456 TWE: CS 448-449 S 447</p> <p>Activities: IA 441: (History)—Research social issues related to the Great Depression. IA 442: (History)—Invite a history teacher to talk about socialism and communism in world history. S 444: (Technology)—Survey people of different ages about reliance or use of the Internet. S 447: (Business)—Survey small business owners about the effects of large chain stores. S 450: (Guidance)—Survey experienced workers about the changes seen in job types. LS 454: (Guidance)—Survey to find out what types of jobs are the most prevalent. D 456: (Guidance)—Invite a speaker who has been unemployed to share experiences.</p>
<p>c. Evaluate the effects of social class on individual aspirations and potential.</p>	<p>SE: 154, 157, 242, 254-257, 266-267, 487, 507 TWE: LS 242 S 254</p> <p>Activities: IA 154: (Film Arts)—Show the video <i>Dances With Wolves</i> as an example of a hunting and gathering society. LS 242: (Drama)—Act out Dr Seuss' <i>Sneetches</i> in which star-bellied birds had higher ranks. S 254: (Math)—Calculate the percentage of people who say they are "middle class". IA 266: (History)—Research and chart the differences and similarities between the caste system in India, apartheid in South Africa, and the caste system brought about by slavery in the United States. IA 267: (Psychology)—Research theories that explain how social mobility can change with the onset of mental illness.</p>
<p>d. Explain how socialization transmits cultural beliefs and values.</p>	<p>SE: 110-114, 124-125, 357, 360, 409-413 TWE: IA 124 S 126</p> <p>Activities: E 110: (Family Studies)—Volunteer to work at a day care center. IA 111: (Science)—Debate the appropriateness of animal research. IA 113: (Literature)—Compare the effects of social isolation in fiction compared with real life. IA 124: (Culture)—Chart cultural practices in other countries and the correlating practices in the United States. OD 412: (Education)—Describe how women are depicted in textbooks compared to in Iran.</p>
<p>e. Identify effects resulting from contact between two or more cultures.</p>	<p>SE: 348-355, 397-398 TWE: TS 352, 354</p> <p>Activities: IA 349: (History)—Research families in different historical times and cultures. LS 350: (Geography)—Identify locations of extended family members and tell how people remain "connected". TS 351: (Math)—Plan a wedding, researching starting salaries, and a budget for the event. P 352: (Research)—Use library resources to learn more about family patterns in other countries. OD 398: (Education)—Write an opinion about the use of Advanced Placement (AP) courses as criteria for college admissions.</p>

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SS6 INDIVIDUALS, GROUPS, AND INSTITUTIONS: Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:	
<p>a. Apply sociological methodology to the basic institutions in our society.</p>	<p>SE: 38-45, 440-456 <i>Skills at a Glance</i> 46-49</p> <p>TWE: C 42 CS 45 IA 442-443</p> <p>Activities: D 38: (Math)—Count Lego piece connectors to calculate averages and discover the importance of random sampling. D 39: (Research)—Describe common items objectively, without referring to their function. D 40: (Research)—Answer open-ended survey questions vs. close-ended questions to determine that surveys should be written to be measurable. C 42: (Research)—Write questions for a survey to obtain information on the school's statistics. OD 44: (Language Arts)—Write a paragraph on whether or not the Census Bureau invades Americans' privacy with the questions that are asked. C 46: (Math)—Compare statistics of different countries to show the need for appropriate comparisons. IA 441: (History)—Research social issues related to the Great Depression. IA 442: (History)—Invite a history teacher to talk about socialism and communism in world history. S 444: (Technology)—Survey people of different ages about reliance or use of the Internet. S 447: (Business)—Survey small business owners about the effects of large chain stores. S 450: (Guidance)—Survey experienced workers about the changes seen in job types. LS 454: (Guidance)—Survey to find out what types of jobs are the most prevalent. D 456: (Guidance)—Invite a speaker who has been unemployed to share experiences.</p>
<p>b. Analyze the development of various institutions.</p>	<p>SE: 349, 351-352, 363-364</p> <p>TWE: LS 351 S 364</p> <p>Activities: IA 349: (History)—Research families in different historical times and cultures. TS 351: (Math)—Plan a wedding, researching starting salaries, and a budget for the event. P 352: (Research)—Use library resources to learn more about family patterns in other countries. E 363: (Family Studies)—Contact social services to “adopt” a family in need of assistance. S 364: (Family Studies)—Recreate Laner’s findings by conducting a survey about marriage.</p>

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<p>c. Identify societies' sanctions for unacceptable behavior.</p>	<p>SE: 83-91, 204-205, 224-232 TWE: OQ 84 PS 85</p> <p>Activities: P 83: (Culture)—Identify common folkways. LS 84: (Culture/Drama)—Act out situations showing folkways, mores, and laws. LS 85: (Cultures/Art)—Create pamphlets for teenage visitors from other cultures who will be spending a week with an American family. C 86: (Culture/Drama/Language Arts)—Present a skit, debate or oral reading to answer the question, "How is cultural relativism part of the sociological imagination?" E 91: (Culture)—Plan and implement a Culture Day for school. U...Conflict Resolution Skills 204: (Language Arts)—Debate whether or not we should have a national registration system that would keep data on each person in the U.S. D 224: Use noise devices sounded at different intervals to represent how often crimes are committed. C 226: (Behavior)—Classify the severity of different crimes to understand the complexity of understanding deviance agreed upon by consensus. OD 227: (Language Arts)—Write reactions to the fact that more juveniles are being tried and imprisoned as adults due to the increase in violent crimes committed by youths. S 230: (Math)—Conduct a survey to compare the United States' statistics with the schools' statistics on the topic of favoring the death penalty. RP 231: (Drama)—Act out the stigma of being an ex-convict. IA 232: (Culture)—Compare the justice and penal systems in the countries represented in Fig. 7.8, p. 232.</p>
<p>d. Discuss criminal justice systems, and evaluate suggested reforms.</p>	<p>SE: 224-232 <i>World View</i> 230, 424 TWE: CD 229 S 230</p> <p>Activities: D 224: Use noise devices sounded at different intervals to represent how often crimes are committed. C 226: (Behavior)—Classify the severity of different crimes to understand the complexity of understanding deviance agreed upon by consensus. OD 227: (Language Arts)—Write reactions to the fact that more juveniles are being tried and imprisoned as adults due to the increase in violent crimes committed by youths. S 230: (Math)—Conduct a survey to compare the United States' statistics with the schools' statistics on the topic of favoring the death penalty. RP 231: (Drama)—Act out the stigma of being an ex-convict. IA 232: (Culture)—Compare the justice and penal systems in the countries represented in Fig. 7.8, p. 232. D 424: (Behavior)—Demand that students do things that are not normally required to demonstrate "control through force".</p>

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<p>SS7 PRODUCTION, DISTRIBUTION, AND CONSUMPTION: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:</p>	
<p>a. Describe how economic development affects the social system and societal values.</p>	<p>SE: 424-425, 440-444, 446-449, 450-456 <i>Focus on Research</i> 452 TWE: C 446 IA 442-443 Activities: D 424: (Behavior)—Demand that students do things that are not normally required to demonstrate “control through force”. IA 441: (History)—Research social issues related to the Great Depression. IA 442: (History)—Invite a history teacher to talk about socialism and communism in world history. S 444: (Technology)—Survey people of different ages about reliance or use of the Internet. S 447: (Business)—Survey small business owners about the effects of large chain stores. S 450: (Guidance)—Survey experienced workers about the changes seen in job types. LS 454: (Guidance)—Survey to find out what types of jobs are the most prevalent. D 456: (Guidance)—Invite a speaker who has been unemployed to share experiences.</p>
<p>b. Describe various ways in which a society creates divisions of labor related to status, class, rank, and prestige.</p>	<p>SE: 155, 156, 161, 191, 316, 317 TWE: D 317 U 316 Activities: LS 155: (Art)—Create wall murals illustrating the major types of societies. S 161: (Technology)—Use a survey to answer the question of how the computer has changed peoples’ lives. OD 316: (Language Arts/Psychology)—Write about the differences a psychologist and a sociologist might have in their approach to gender studies. D 317: (Behavior)—Use Sandra Bem’s BEM scale to understand the wide range of overlapping attitudes and behaviors within either gender.</p>
<p>c. Analyze social problems that arise from economic imbalance.</p>	<p>SE: 440-444 TWE: A 440 IA 441, 442-443 P 440 W 442 Activities: IA 441: (History)—Research social issues related to the Great Depression. IA 442: (History)—Invite a history teacher to talk about socialism and communism in world history. S 444: (Technology)—Survey people of different ages about reliance or use of the Internet.</p>

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<p>SS8 POWER, AUTHORITY, AND GOVERNANCE: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:</p>	
<p>a. Discuss criminal justice systems, and evaluate suggested reforms.</p>	<p>SE: 224-232 <i>World View</i> 230, 424 TWE: CD 229 S 230 Activities: D 224: Use noise devices sounded at different intervals to represent how often crimes are committed. C 226: (Behavior)—Classify the severity of different crimes to understand the complexity of understanding deviance agreed upon by consensus. OD 227: (Language Arts)—Write reactions to the fact that more juveniles are being tried and imprisoned as adults due to the increase in violent crimes committed by youths. S 230: (Math)—Conduct a survey to compare the United States’ statistics with the schools’ statistics on the topic of favoring the death penalty. RP 231: (Drama)—Act out the stigma of being an ex-convict. IA 232: (Culture)—Compare the justice and penal systems in the countries represented in Fig. 7.8, p. 232. D 424: (Behavior)—Demand that students do things that are not normally required to demonstrate “control through force”.</p>
<p>b. Describe how different forms of government (e.g., local, state, national, foreign) address social issues.</p>	<p>SE: 424-431, 433-439 TWE: CD 437 E 434 LA 422 RP 430 U 438-439 Activities: LA 422: (Government)—Label boxes with: functional, dysfunctional, manifest, and latent. Fill in each box with attributes of the different perspectives towards key political issues. D 424: (Behavior)—Demand that students do things that are not normally required to demonstrate “control through force”. LS 426: (Government/Drama)—Act out how current issues would be handled by in 3 political systems: democratic, totalitarian, and authoritarian. E 434: (Government)—Get involved with government at the local level.</p>

OBJECTIVES	PAGE REFERENCES
<p>c. Explain factors that contribute to conflict and cooperation within and among nations.</p>	<p>SE: 181-183, 186, 281-282, 285-287, 436-437, 439, 470-472 <i>Another Place</i> 466 TWE: CD 182 IA 282-283 U 438-439 Activities: C 181: (Language Arts)—Investigate if social interaction will increase creativity. IA 182: (History)—Invite a history teacher to talk about conflict in history. E 183: (Citizenship)—Plan a Random Acts Of Kindness Day for the school or class. LS 186: (Language Arts)—Keep a journal of social interactions with a summary at the end of one week telling what students learned about themselves and their social interactions. IA 282: (History)—Research genocide in history, looking at how prejudice formed and make comparisons to our society. IA 436: (Political Science)—Consider the differences between political parties and interest groups. D 472: (Behavior)—Use the “high five” to show reverence, as an example of symbolic interactionism. Discuss the reaction of others outside the class who wouldn’t understand.</p>
<p>d. Analyze ideas and mechanisms to manage conflict and establish order and security.</p>	<p>SE: 181-183 <i>Sociology Today</i> 152 TWE: C 151 MA 182 U 280-281 Activities: C 181: (Language Arts)—Investigate if social interaction will increase creativity. IA 182: (History)—Invite a history teacher to talk about conflict in history. E 183: (Citizenship)—Plan a Random Acts Of Kindness Day for the school or class. IA 282: (History)—Research genocide in history, looking at how prejudice formed and make comparisons to our society.</p>
<p>e. Examine recurring issues involving rights, roles, and status of the individual.</p>	<p>SE: 118, 146-152, 372, 374-375 TWE: LS 118 S 150 Activities: LS 118: (Music)—Listen to songs about personal relationships and the emotions expressed. D 146: (Language Arts)—Consider if role performance occurred in anonymously written embarrassing anecdotes. LS 147: (Art)—Create visual or graphic representations of key terms from the lesson. C 374: (Communication)—Resolve family conflicts.</p>

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SS9 SCIENCE, TECHNOLOGY, AND SOCIETY: Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:	
a. Explain and apply existing scientific theory and modes of inquiry examining recurring social issues and problems.	<p>SE: 23-31, 38-45, 50-54 <i>Another Time</i> 54 <i>Focus on Research</i> 56-57 <i>Skills at a Glance</i> 46-49</p> <p>TWE: D 51 P 55</p> <p>Activities: D 24: (Movement/Communication)—Analyze a game of musical chairs with a variation to the rules to better understand functionalist, conflict, and interactionist perspectives. D 30: (Communication)—Rename objects in the room to illustrate that words are just symbols. D 38: (Math)—Count Lego piece connectors to calculate averages and discover the importance of random sampling. D 39: (Research)—Describe common items objectively, without referring to their function. D 40: (Research)—Answer open-ended survey questions vs. close-ended questions to determine that surveys should be written to be measurable. C 42: (Research)—Write questions for a survey to obtain information on the school's statistics. OD 44: (Language Arts)—Write a paragraph on whether or not the Census Bureau invades Americans' privacy with the questions that are asked. D 51: (Science)—Reinforce the concepts of dependent and independent variables by stating a hypothesis about throwing a ball, then toss the ball around and identify the variables. P 52: (Science)—Brainstorm as many "if/then" statements to grasp the concepts of independent and dependent variables. C 53: (Science)—Name variables that are correlated, collect data, arrange scatter plots, determine strong or weak correlations. E 57: (Health)—Invite a psychologist to talk about depression, suicide and related mental health, relating this to a possible lack of a social network.</p>
b. Analyze how science and technology influence the core values, beliefs, and attitudes of society.	<p>SE: <i>Sociology Today</i> 283 <i>Tech Trends</i> 164, 228, 289, 370, 445</p> <p>TWE: TS 572</p> <p>Activities: IA 282-283: (History)—Research genocide in history, looking at how prejudice formed and make comparisons to our society. LS 572: (Drama/Language Arts)—Outline and perform a skit showing the effects of time travel on the societies that are visited.</p>
c. Evaluate how science and technology have transformed the physical world and human society.	<p>SE: 571-572 <i>Sociology Today</i> 283 <i>Tech Trends</i> 164, 187, 370, 408 <i>World View</i> 51</p> <p>TWE: OQ 571</p> <p>Activities: LS 572: (Drama/Language Arts)—Outline and perform a skit showing the effects of time travel on the societies that are visited. D 51: (Science)—Reinforce the concepts of dependent and independent variables by stating a hypothesis about throwing a ball, then toss the ball around and identify the variables. TS 571: (Technology)—Observe reactions to various situations without technology such as turning off all electrical appliances and electronics in the house for 10 minutes.</p>

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SS10 GLOBAL CONNECTIONS: Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:	
a. Analyze the interrelationships between national and international institutions.	SE: 348-355, 357-361, 363-369, 371-380, 388-395, 424-431, 464-465, 496-501 <i>Using Your Sociological Imagination</i> 347 Activities: IA 349: (History)—Research families in different historical times and cultures. LS 350: (Geography)—Identify locations of extended family members and tell how people remain “connected”. TS 351: (Math)—Plan a wedding, researching starting salaries, and a budget for the event. P 352: (Research)—Use library resources to learn more about family patterns in other countries. D 358: (Health)—Get signatures on index cards unless the card held is M (monogamous) or A (abstinent). Students with HIV+ index cards later chain with others who signed. E 363: (Family Studies)—Contact social services to “adopt” a family in need of assistance. S 364: (Family Studies)—Recreate Laner’s findings by conducting a survey about marriage. D 369: (Family Studies)—Discuss abuse, while two students beat their desk every 30 seconds to represent the occurrences of acts of domestic violence and child abuse. C 374: (Family Studies)—Act out family conflicts and resolutions. D 424: (Behavior)—Demand that students do things that are not normally required to demonstrate “control through force”.
b. Identify and discuss universal human rights issues.	SE: 244, 259-263, 276-278, 280-282, 290-297, 536-546 <i>World View</i> 243, 471 TWE: S 284 Activities: P 259: (Language Arts)—Make a list of differences between absolute and relative poverty. IA 262: (History)—Research President Lyndon Johnson’s War on Poverty. E 263: (Citizenship)—Volunteer to meet a specific need in the community. LS 277: (Art)—Create posters to display the results of the school survey (Survey, p. 276), which determined the racial and ethnic composition. IA 282: (History)—Research genocide in history, looking at how prejudice formed and make comparisons to our society. D 290: Illustrate the idea of institutionalized discrimination by having one player in a chess game get two moves for every one move of the other player. C 291: (History)—Design projects that look at important events from the civil rights movement of the 1950’s and 60’s. LS 292: Students all wear something striking for 24 hours to show that they are members of a distinct group. Later, share feelings and experiences. E 294: (Culture)—Research the arrival of major ethnic and racial groups in the community to teach about special circumstances, and achievements. LS 295: (Culture/Art)—Create family trees. D 536: (Environment)—Relate to urban crowding, an experience in which the students must complete a task while squeezed together in one barricaded corner of the room.

OBJECTIVES	PAGE REFERENCES
c. Explain the causes and effects of xenophobia.	SE: 284-288 <i>Snapshot of America</i> 287 <i>Tech Trends</i> 289 TWE: E 285 TS 287 Activities: LS 286: (Math)—Assess what percentage of the population might fit into 4 different categories of discrimination and prejudice.

Codes Used for TWE Pages

A	Addressing Current Social Issues
C	Cooperative Learning Activity
CD	Controversy and Debate
CS	Careers in Sociology
D	Demonstration
E	Encouraging Citizenship Activity
IA	Interdisciplinary Activity
LA	Lead-Off Activity
LS	Learning Styles
M	Making Connections to Other Cultures
MA	More About
OD	On-Demand Writing
OQ	Open-Response Question
P	Paired Learning Activity
PS	Points to Stress
R	Reinforcing Vocabulary
RP	Role Play
S	Survey
TS	Teaching Strategy
U	Using . . .
W	Working with the Data
WV	World View