

**Learner Objective #A.12.1: Students will use demographic information to predict human attributes as evidenced by homework, research, discussion, and tests.**

- Read graphs and charts to determine future estimated birth and death rates in the world.
- Read charts to determine future emigration and immigration flow throughout the world.
- Identify three major waves of immigration in the U.S. from past graphical information.
- Discuss film “The People Bomb.”

**Learner Objective #A.12.4: Students will analyze short-term and long term effects that changes in population have had on the environment as evidenced by homework, research, discussion, and tests.**

- Read graphs and charts to discuss environmental depletions.
- Write short essay contrasting Malthusian theory with demographic transition theory.
- Discuss film “The People Bomb.”
- Debate “Antinationalism policies violate basic human rights.”

**Learner Objective #A.12.9: Students will identify cultural factors that design and affect city centers and suburbs as evidenced by homework, research, discussion, and tests.**

- Interview member of the local historical society.
- Group discussion on social problems identifiable in the community.
- Debate regentrification
- Write and perform short skits about urban life from three theories of city perspectives.
- Conduct poll identifying “best” and “worst” attributes of a community.

**Learner Objective #A.12.12: Students will assess the advantages and disadvantages of land use policies in the world as evidenced by homework, research, discussion, and tests.**

- Discuss and identify land use policies that precipitate global warming.

**Learner Objective #A.12.13: Students will give examples of conflict and cooperation in the establishment of cultural regions and political boundaries as evidenced by homework, research, discussion, and tests.**

- Give examples of ethnocentrism and its affects toward U.S. cultural groups.
- Identify cultural relativism and its possible use in solving cultural problems.

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**Learner Objective #B.12.2: Students will analyze primary and secondary sources related to Sociological topics as evidenced by homework, research, discussion, and tests.**

- Debate sociological issues.
- Conduct empirical studies of sociological behavior.
- Develop thesis statement based on sociological hypothesis.
- Write scientific experimentation report.

**Learner Objective #B.12.8 Students will identify significant contributions to the field of Sociology as evidenced by homework, research, discussion, and tests.**

- Review the information on Comte, Marx, Spencer, Durkheim, and Weber, and then produce an outline showing the contributions of each person.
- Match theoretical perspectives with famous Sociologists.

**Learner Objective #B.12.9: Students will identify changes in social patterns as a result of industrialization and urbanization as evidenced by homework, research, discussion, and tests.**

- Research social changes caused by the Industrial Revolution.
- Identify positive and negative aspects of the Industrial Revolution.
- Identify positive and negative aspects of Urbanization.
- Identify negative aspects of local urbanization.

**Learner Objective #B.12.10: Students will identify religious change and its affects in the United States as evidenced by homework, research, discussion, and tests.**

- Review charts and write generalizations about religion in American society.
- Group work to identify, reflect, and report on animism, theism, and ethicalism.
- Debate religious lobbies.
- Investigate the decline in institutional religious participation.

**Learner Objective #B.12.12: Students will analyze the current status of the American Indian tribes in the United States as evidenced by homework, research, discussion, and tests.**

- Organize into groups and investigate five minority groups in the U.S.
- Clip articles on racial and ethnic relations in the U.S. from newspapers and magazines.
- Create piece of art that illustrates the struggle of the minority group to achieve equal rights in the U.S.
- Interview older members of this minority group concerning the past and present treatment.

**Learner Objective #B.12.13: Students will analyze examples of ongoing change across cultures who are part of the minority in the U.S. as evidenced by homework, research, discussion, and tests**

- Identify social changes that have had negative and positive affects on cultures.
- Interview people from three Native American tribes in Wisconsin and have them relate the past changes associated with the group.
- Identify changes in immigration laws related to the U.S.
- Small group investigation of an event in American or history that is a direct result of ethnocentrism.
- Write reaction papers toward the works of Margaret Mead and George Murdock.

**Learner Objective #B.12.14: Students will explain the central ideas of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity as evidenced by homework, research, discussion, and tests.**

- Use the film *Faith and Belief: Five Major World Religions* as the basis of a class discussion on the functions of religion.
- Using a chart, have students write two generalizations about religion in American society.
- Divide the class into groups to investigate animism, theism and ethicalism. Report findings back to class as a presentation.

**Learner Objective #B.12.17: Students will identify historical and current instances when terroristic tactics have been denounced on a national/global level as evidenced by homework, research, discussion, and tests.**

- Compare and contrast the tactics of terrorism in the past with those of today.
  - Interview adults about three separate incidences involving terroristic tactics aimed at the U.S.
  - Investigate global relationships that have developed due to terrorism.
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**Learner Objective #C.12.5:**

**Learner Objective #C.12.8: Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position as evidenced by homework, research, discussion, and tests.**

- Conduct and explain the results of an experiment of social concern using the scientific method format.
- Conduct a debate using a current issue.

**Learner Objective #C.12.11: Define forms of collective behavior and evaluate ways in which they influence public policy as evidenced by homework, research, discussion, and tests.**

- Identify the different forms of collective behavior by giving an example of each in the community of Chilton.
- Research and identify public policy in the community in which public opinion played a major role.
- Using one form of collective behavior, have a group act out their opinions to change school social norms.

**Learner Objective #C.12.13: Describe and evaluate ideas of differing governmental systems of the world as evidenced by homework, research, discussion, and tests.**

- Construct written essays comparing democratic systems and authoritarian systems in terms of how they exercise power.
- Match countries of the world with the political system currently used in each country.
- Identify pros and cons to the various types of governmental systems of the world.

**Learner Objective #C.12.14: Explain and analyze how social movements have sought to mobilize public opinion as evidenced by homework, research, discussion, and tests.**

- Identify the different forms of collective behavior by giving an example of each in the community of Chilton.
- Research and identify public policy in the community in which public opinion played a major role.
- Using one form of collective behavior, have a group act out their opinions to change school social norms.

**Learner Objective #C.12.15: Describe and analyze the origins of persecution such as genocide, expulsion, segregation, and slavery as evidenced by homework, research, discussion, and tests.**

- Interpret graphs related to incidences of persecution in the world.
- Cooperative learning; assign research of the six patterns of minority group treatment.

**Learner Objective #C.12.16: Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women as evidenced by homework, research, discussion, and tests.**

- Identify the different forms of collective behavior by giving an example of each in the community of Chilton.
  - Research and identify public policy in the community in which public opinion played a major role.
  - Using one form of collective behavior, have a group act out their opinions to change school social norms.
  - Conduct library research and prepare brief reports on holidays and festivals celebrated by various racial, ethnic, and minority groups that have helped elevate social standing.
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**Learner Objective #E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development as evidenced by homework, research, discussion, and tests.**

- Interview students about the influences of birth order, parental characteristics, the cultural environment, and heredity on personality development. Analyze results.
- Prepare written description of how his or her own personality development has been influenced by the same factors listed above.
- Debate nature vs. nurture.
- Survey community: “How has your own race, ethnic background, religion, or gender influenced your personality development and view of the social world.”

**Learner Objective #E.12.3 Compare and describe similarities and differences in the ways various cultures define, individual rights and responsibilities, including the use of rules, folkways, mores, and taboos as evidenced by homework, research, discussion, and tests.**

- Research a game or sport that is popular in a foreign nation.
- Write short paper for oral presentation, listing folkways, mores, and taboos of 2 different cultures.

**Learner Objective # E.12.4 Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples as evidenced by homework, research, discussion, and tests.**

- Differentiate in writing between the following sets of concepts: family and kinship; nuclear and extended families; family or orientation and family of procreation; monogamy and polygamy; polygyny and polyandry; patrilocality, matrilocality, bilocality, and enolocality; patrilineal, matrilineal, and bilateral descent; patriarchal, matriarchal, and egalitarian systems.
- Make a chart identifying primary, secondary, and tertiary relatives.
- Invite a foreign-born individual to talk to the class.
- Group work: research a function of the family in preindustrial societies and postindustrial societies
- Write short essay in which they compare the pure capitalist system and the pure socialist system in terms of how they answer the three basic economic questions of what to produce, how to produce, and for whom to produce.
- Group work: debate protectionism/free trade.
- Reading and analyzing charts on voting participation in the U.S. and world.
- Identify positive or negative correlations between education and income.
- Invite someone who is involved in teaching recent immigrants or adult illiterates to speak to the class.

- Research “Examination Wars in Japan.”
- Use the film *Faith and Belief: Five Major World Religions* as the basis of a class discussion on the functions of religion.
- Using a chart, have students write two generalizations about religion in American society.
- Divide the class into groups to investigate animism, theism and ethicalism. Report findings back to class as a presentation.

**Learner Objective #E.12.5 Describe the ways cultural and social groups are defined and how they have changed over time as evidenced by homework, research, discussion, and tests.**

- Conduct a poll on master status.
- Research biographies or autobiographies of members of minority groups whose lives were strongly affected by an ascribed or achieved status.
- Make a list of 10 reciprocal roles and identify patterns of interaction between the related statuses.

**Learner Objective #E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary setting as evidenced by homework, research, discussion, and tests.**

- Research a bureaucracy and identify Weber’s five characteristics.
- Compile a list of 15 examples of rationalization in American society.

**Learner Objective #E.12.8 Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in the world as evidenced by homework, research, discussion, and tests.**

- Give examples of ethnocentrism and its affects toward U.S. cultural groups.
- Identify cultural relativism and its possible use in solving cultural problems.
- Identify social changes that have had negative and positive affects on cultures.
- Interview people from three Native American tribes in Wisconsin and have them relate the past changes associated with the group.
- Identify changes in immigration laws related to the U.S.
- Small group investigation of an event in American or history that is a direct result of ethnocentrism.
- Write reaction papers toward the works of Margaret Mead and George Murdock..
- Interpret graphs related to incidences of persecution in the world.
- Cooperative learning; assign research of the six patterns of minority group treatment.

**Learner Objective #E.12.9 Defend a point of view related to an ethical issue as evidenced by homework, research, discussion, and tests.**

- Research and debate a social issue.

**Learner Objective #E.12.10 Describe a particular culture as an integrated whole and use that understanding to explain its language, traditions, beliefs, values, and behaviors as evidenced by homework, research, discussion, and tests.**

- Research a game or sport that is popular in a foreign nation.
- Write short paper for oral presentation, listing folkways, mores, and taboos of 2 different cultures.

**Learner Objective #E.12.11 Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices as evidenced by homework, research, discussion, and tests.**

- Organize into groups and investigate five minority groups in the U.S.
- Clip articles on racial and ethnic relations in the U.S. from newspapers and magazines.
- Create piece of art that illustrates the struggle of the minority group to achieve equal rights in the U.S.
- Interview older members of this minority group concerning the past and present treatment.
- Write short paper for oral presentation, listing folkways, mores, and taboos of 2 different cultures.
- Compare and contrast the tactics of terrorism in the past with those of today.
- Interview adults about three separate incidences involving terroristic tactics aimed at the U.S.
- Investigate global relationships that have developed due to terrorism.

**Learner Objective #E.12.12 Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled as evidenced by homework, research, discussion, and tests.**



**Learner Objective #E.12.14 Use the research procedures and skills of the behavioral sciences to develop an informed position on an issue as evidenced by homework, research, discussion, and tests.**

- Research social changes caused by the Industrial Revolution.
- Identify positive and negative aspects of the Industrial Revolution.
- Identify positive and negative aspects of Urbanization.
- Identify negative aspects of local urbanization.

**Learner Objective #E.12.15 Identify the skills needed to work effectively alone in groups, and in institutions as evidenced by homework, research, discussion, and tests.**

- Identify the different forms of collective behavior by giving an example of each in the community of Chilton.
- Research and identify public policy in the community in which public opinion played a major role.
- Using one form of collective behavior, have a group act out their opinions to change school social norms.

**Learner Objective #E.12.17 Examine and describe various belief system that exist in the world, such as democracy, socialism, and capitalism as evidenced by homework, research, discussion, and tests.**

- Write short essay in which they compare the pure capitalist system and the pure socialist system in terms of how they answer the three basic economic questions of what to produce, how to produce, and for whom to produce.