Sociology

UNIT 1: Thinking Like a Sociologist: History & Perspectives

ESSENTIAL QUESTION	BIG IDEAS
Why is it necessary to develop a sociological imagination?	Students will… ● define sociological imagination and explain how it relates to the human experience. ● compare and contrast the major sociological theoretical perspectives and how they help sociologists understand social behavior and its consequences. ● differentiate the advantages and disadvantages of primary research methods in sociology.

GUIDING QUESTIONS

Content:
- What is the definition of sociology?
- In what ways does the sociological perspective differ from other social sciences?
- What is the sociological imagination and social context?
- What is the difference between a macro-level of analysis and a micro-level of analysis in sociology?
- What are the basic beliefs and tenets of the different approaches/paradigms (Functionalism, Symbolic Interactionism, Conflict Theory, and Feminist Theory)?
- Who are the influential sociologists and what impact did they play in developing sociological perspectives (Auguste Comte, Karl Marx, C. Wright Mills, Jane Addams, W.E.B. DuBois, Emile Durkheim, and Max Weber)?
- How do methods of sociological research help sociologists gain information? Why do sociologists rely on scientific inquiry and research methods to study group behavior?
- How does sociological research examine the world and what are the basic components of each type of research method in sociology (surveys and interviews, experiments, observations, and content analysis)?
- What are ethical considerations in sociology and which ethical considerations must be taken into account when conducting research on subjects?

Process:
- What role does social context play in terms of shaping human behavior, influencing your sociological imagination, and your social construction of reality?
- How do I explain the role social context plays in terms of shaping human behavior, influencing sociological imagination, and social construction of reality?
- How do I compare and contrast the different approaches/paradigms (Functionalism, Symbolic Interactionism, Conflict Theory, and Feminist Theory) in sociology?
- How do I evaluate the strengths and weaknesses of the major theoretical perspectives (Functionalism, Symbolic Interactionism, Conflict Theory, and Feminist Theory) in explaining behavior from a sociological lens?
- How do I evaluate the strengths and weaknesses of the major early sociologists and analyze the

impact they had on advancing sociology as a science?
- How do I evaluate why it is important to have useful, data-based information for decision-making?
- How do I assess the strengths and weaknesses of the major methods of sociological research (surveys and interviews, experiments, observations, content analysis, and research ethics)? Why would I select one research method over another?

Reflective:
- Why is developing a sociological perspective important? How might taking a sociology course affect my social interactions? How does sociology help me understand myself and my experiences within my social world?
- What are the core questions the sociological imagination asks and how can I apply it to my life?
- How can understanding sociological principles be especially valuable to my development as I make the transition from adolescence to adulthood? How do larger social forces influence life choices?
- What image do the major sociological theoretical perspectives (functionalism, conflict theory, and symbolic interactionism) have on their view of society and how can I apply them to better my understanding of social behavior and its consequences?

FOCUS STANDARDS

KSDE HGSS Standards
- Societies are shaped by the identities, beliefs and practices of individuals and groups. (Standard 3)
- Societies experience continuity and change over time. (Standard 4)
- Relationships among people, places, ideas and environments are dynamic. (Standard 5)

NCSS C3 Framework Standards
- D2.Soc.1.9-12. Explain the sociological perspective and how it differs from other social sciences.
- D2.Soc.2.9-12. Define social context in terms of the external forces that shape human behavior.
- D2.Soc.3.9-12. Identify how social context influences individuals.
- D2.Soc.4.9-12. Illustrate how sociological analysis can provide useful data-based information for decision-making.
- D2.Soc.5.9-12. Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.

ASA National Standards for High School Sociology
- Domain 1: The Sociological Perspective and Methods of Inquiry
  - 1.1 Students will identify sociology as a scientific field of inquiry.
    - 1.1.1 Scientific method
    - 1.1.2 Hypotheses
    - 1.1.3 Independent and dependent variables
    - 1.1.4 Scientific study of society
  - 1.2 Students will compare and contrast the sociological perspective and how it differs from other social sciences.
    - 1.2.1 Impact of social context on human behavior
    - 1.2.2 Social construction of reality
    - 1.2.3 Sociological imagination
  - 1.3 Students will evaluate the strengths and weaknesses of the major methods of sociological research.
    - 1.3.1 Surveys and Interviews
    - 1.3.2 Experiments
    - 1.3.3 Observations

- - - 1.3.4 Content analysis
      - 1.3.5 Research ethics
  - 1.4 Students will identify, differentiate among, and apply a variety of sociological theories.
      - 1.4.1 Functionalist perspective
      - 1.4.2 Conflict theory
      - 1.4.3 Symbolic interaction

Sociology

UNIT 2: Culture

ESSENTIAL QUESTION	BIG IDEAS
What impact does culture have on people? What impact do people have on culture?	Students will… ● analyze how culture and social structure shape the way people view their social world. ● describe and explain how and why cultures persist and change over time. ● describe the basic components of culture and analyze the different ways that the sociological theories analyze their development and change over time.

GUIDING QUESTIONS

Content
- How do I identify and define culture?
- What are the major components of culture (language, symbols, norms, folkways, mores, values, beliefs, rituals, and technology)?
- How are social patterns created and maintained over time?
- What core questions do the different approaches to sociology (Functionalism, Symbolic Interactionism, Conflict Theory, and Gender Conflict Theory) ask when analyzing the foundations and development of culture from a sociological lens?
- What are the major differences between material culture and non-material culture?
- What are the major differences between high culture, pop culture, subculture, and counterculture? How do these subtypes of culture evolve?
- What are the characteristics of ethnocentrism and cultural relativism?

Process:
- How do I rank the role the different components of culture (language, symbols, norms, folkways, mores, values, beliefs, rituals, and technology) played in my individual cultural development? Which component of culture has the biggest impact on my development?
- How do I explain the degree society and culture guide people's attitudes on various issues?
- How do I evaluate the strengths and weaknesses in the ways that the different sociological theories analyze culture and gain a greater understanding of human nature?
- To what extent do subcultures and countercultures influence and transform popular culture?
- How do I explain how cultural relativism connects to the sociological imagination and the role ethnocentrism and cultural relativism play in shaping my view of society?

Reflective:

- How does your culture shape your perspective and why does that matter?
- To what extent do forces in culture influence your own individual and group behavior?
- What role does cultural relativism play in shaping your worldview and sociological imagination?
- What subcultures have emerged from your generation? How have the issues of your generation expressed themselves culturally? How has your generation made its mark on society's collective culture?

FOCUS STANDARDS

KSDE HGSS Standards
- Societies are shaped by the identities, beliefs, and practices of individuals and groups. (Standard 3)
- Societies experience continuity and change over time. (Standard 4)
- Relationships among people, places, ideas, and environments are dynamic. (Standard 5)

NCSS C3 Framework Standards
- D2.Soc.1.9-12. Explain the sociological perspective and how it differs from other social sciences.
- D2.Soc.2.9-12. Define social context in terms of the external forces that shape human behavior.
- D2.Soc.3.9-12. Identify how social context influences individuals.
- D2.Soc.4.9-12. Illustrate how sociological analysis can provide useful data-based information for decision-making.
- D2.Soc.5.9-12. Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.

ASA National Standards for High School Sociology
- Domain 2: Social Structure: Culture, Institutions, and Society
  - 2.1 Students will describe the components of culture.
  - 2.1.1 Nonmaterial culture, including norms and values
  - 2.1.2 Material culture
  - 2.1.3 Subcultures
  - 2.2 Students will analyze how culture influences individuals, including themselves.
  - 2.2.1 Ethnocentrism
  - 2.2.2 Cultural relativity
  - 2.2.3 Culture shock
  - 2.2.4 American values
  - 2.4 Students will assess how social institutions and cultures change and evolve.
  - 2.4.1 Shifting historical context such as the Industrial Revolution, urbanization, globalization, the Internet age
  - 2.4.2 Countercultures
  - 2.4.3 Social movements

Sociology

UNIT 3: Social Relationships and Interactions: Self, Groups, and Socialization

ESSENTIAL QUESTION	BIG IDEAS
How does society guide our behaviors, decisions, and choices?	Students will… - analyze how the individual and group identity is socially constructed through relationships with significant individuals, groups, and society as a whole. - examine how socialization is a life-long process of learning how to function in society and evaluate the relative importance of the socializing agents including family, peers, the media, schools, and religion in their individual development. - investigate the stages of group formation and explain how groups form when individuals share common interests and/or goals and often become a point of comparison for individuals as they evaluate themselves and others.

GUIDING QUESTIONS

Content:
- Socialization and Social Interaction:
  - What is the definition of socialization and how do social interactions form the foundation of personality?
  - How does the way a sociologist analyzes socialization and social interactions differ from the way a psychologist would?
  - What role do nature and nurture play in the socialization process?
  - What are the differences and similarities in socialization across the distinctive stages of life (e.g., childhood, adolescence, adulthood, old age, and death and dying)?
  - What do studies of isolated children teach us about the importance of the social experience?
  - What are the basic tenants, similarities, and differences between the theories of the primary researchers involved in the research on socialization and social interactions (e.g., John Locke, Sigmund Freud, Jean Piaget, Lawrence Kohlberg, Carol Gilligan, George Herbert Mead, Charles Horton Cooley, Erik Erikson, W.I. Thomas, and Ervin Goffman)?
  - What are the basic components of the process of the social construction of the self (e.g., Cooley's Looking Glass Self, I & me, role-taking, generalized other, Identity and Goffman's dramaturgical analysis and presentation of self)?
  - What are the primary agents of socialization (e.g., family, peers, media, schools, religion, etc.) and why are they influential to the socialization process?

- How do social structures and roles help us make sense of everyday situations (e.g., status, status set, ascribed status, achieved status, master status, role, role set, role conflict, and role strain)?

- Groups and Organizations:
  - How do groups form within society and what is their impact on the lives of individuals?
  - How do groups shape societal norms and values?
  - How do each of the approaches to sociology (e.g., Functionalism, Symbolic Interactionism, Conflict Theory, and Feminist Theory) explain group and attitude formation?
  - What are different types of leadership styles, membership roles, and activities within groups?
  - What are in-groups and out-groups? How can in-groups and out-groups be harmful to society?
  - What role do reference groups, primary groups, and secondary groups play in the socialization process?
  - How do group size and peer influence impact decisions?
  - What are social networks and what role do they play in the socialization and networking process?
  - What are the strengths and weaknesses of formal organizations (utilitarian organizations, normative organizations, coercive organizations, and bureaucracy)?
  - How has the changing nature of work in a postindustrial economy altered the way society operates?

Process (Skills) - What do we want students to be able to do?
- Socialization and Social Interaction:
  - How do I compare and contrast the differences and similarities in socialization across the distinctive stages of life - childhood, adolescence, adulthood, old age, and death and dying?
  - How do I explain the extent to which key aspects of culture (e.g. human development, family, school, media, etc.) influence the socialization of individuals?
  - How do I describe the different types of leadership styles, membership roles, and activities within groups? How do the group's goals influence participants?
  - How do I explain which theory of socialization and social interaction (e.g., John Locke, Sigmund Freud, Jean Piaget, Lawrence Kohlberg, Carol Gilligan, George Herbert Mead, Charles Horton Cooley, Erik Erikson, W.I. Thomas, and Ervin Goffman) best describes my social development?
  - How do I explain the role the primary agents of socialization played in my socialization process? Which one of the agents of socialization had the strongest influence on my early development, my current development? Which do I think will play the biggest role in my future development?
  - How do I identify and explain the significance of key events in my socialization process that have happened or that I will look forward to at the different stages of my life - childhood, adolescence, adulthood, old age, and death and dying?
  - How do I apply the Looking Glass Self Theory and Goffman's analysis to my own life and self-development?

- Groups and Organizations:
  - How do I explain what groups I am part of that shape my norms and values?

- How do I explain how groups differ in terms of leadership, membership, and activities? How do the group's goals influence participants?
- How do I explain some scenarios where each type of leadership style would be beneficial? What are the reasons it would work well? What are the risks?
- How do I explain how I have used reference groups - including in-groups and out-groups - to form your attitudes and make evaluations?
- How do I analyze the role reference groups, primary groups, and secondary groups play in my socialization process?

Reflective:
- Socialization and Social Interaction:
  - Is socialization more based on nature or nurture? Why?
  - What social interactions have formed the basis of your personality? How has your development of "the self" occurred?
  - To what extent are human beings free? To what extent have you been able to guide your socialization process?
  - What are the unique ways in which the major agents of socialization have helped you develop your personality?
  - When do you grow up and become an adult? What are some key experiences, rituals, and rites of passage that signify your transition into adulthood within your own culture?
  - Why is it important to conduct research using both male and female-identifying participants? How would the socialization process differ and which topics might show gender differences? Provide examples to illustrate your claim.
  - Is social media "good" for socialization? Why or why not?

- Groups and Organizations:
  - How has technology changed your primary groups and secondary groups? Do you have more (and separate) primary groups due to online connectivity? Do you believe someone can have a true primary group made up of people they have never met? Why, or why not?
  - What kind of leader do you tend to be? Do you embrace different leadership styles and functions as the situation changes? Give an example of a time you were in a position of leadership and what function and style you expressed.
  - Do you consider today's large companies like General Motors, Amazon, or Facebook to be bureaucracies? Why, or why not? Which of the main characteristics of bureaucracies do you see in them? Which are absent?

FOCUS STANDARDS

KSDE HGSS Standards
- Choices have consequences. (Standard 1)
- Individuals have rights and responsibilities. (Standard 2)
- Societies are shaped by identities, beliefs and practices of individuals and groups. (Standard 3)
- Relationships among people, places, ideas and environments are dynamic. (Standard 5)

NCSS C3 Framework Standards
- D2.Soc.11.9-12. Analyze the influence of the primary agents of socialization and why they are influential.
- D2.Soc.12.9-12. Explain the social construction of self and groups.
- D2.Soc.13.9-12. Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.
- D2.Soc.14.9-12. Explain how in-group and outgroup membership influences the life chances of individuals and shapes societal norms and values.

ASA National Standards for High School Sociology
- Domain 3: Social Relationships: Self, Groups, and Socialization
    - 3.1 Students will describe the process of socialization across the life course.
        - 3.1.1 Primary agents of socialization: family, peers, media, schools, and religion
    - 3.2 Students will explain the process of the social construction of the self.
        - 3.2.1 I & me
        - 3.2.2 Role-taking
        - 3.2.3 Generalized other
        - 3.2.4 Identity
    - 3.3 Students will examine the social construction of groups and their impact on the life chances of individuals.
        - 3.3.1 Reference groups
        - 3.3.2 Primary and secondary groups
        - 3.3.3 In-groups and out-groups

Sociology

UNIT 4: Deviance, Crime, Conformity, and Social Control

ESSENTIAL QUESTION	BIG IDEAS
How is deviance socially constructed?	Students will… ● analyze how the definition of deviance changes over time and determine if there is such a thing as good deviance. ● describe and explain the difference between crime and deviance. ● evaluate the way the different approaches to sociology examine crime, deviance, and conformity and assess the validity of each approach to explaining deviance in our social world. ● define the different types of crime and evaluate the strengths and weaknesses of the way that the criminal justice system is set up to control behavior in society.

GUIDING QUESTIONS

Content:
- How does society define deviance? How is deviance a social construct whose meaning changes over time? To what extent does deviant culture influence popular culture?
- How do the different paradigms in sociology explain deviance? How are these different from the way a psychologist would analyze crime and deviance?
    - How did Emile Durkheim, Robert Merton (Strain Theory), and other Functionalists examine deviance?
    - How does the labeling theory explain primary deviance, secondary deviance, stigmas, retrospective and prospective labels, and labeling differences?
    - What are the basic tenets of Edwin Sutherland's Differential Association Theory?
    - How does Travis Hirschi and his Control Theory explain deviance?
- How is crime different from deviance?
- What is conformity?
- What are the different types of crime?
- What are patterns and trends of crime at the local, state, national, and global levels?
- How does racial and ethnic hostility motivate hate crimes?
- How is gender identity linked to deviance?
- What factors best explain how a person might be punished if convicted of the crime?
- What are the similarities and differences in the types of punishment models around the world?
- What is the definition, advantages, and disadvantages of community-based corrections (probation, shock probation, and parole)?

Process:

- How do I explain to what extent deviance is a social construct whose meaning changes over time?
- How do I evaluate which approach to sociology (Functionalism, Symbolic Interactionism, Conflict Theory, and Feminist Theory) has the strongest argument for why deviance exists in society?
- How do I evaluate to what extent societies work to control and correct deviance?
- How do I analyze and evaluate Emile Durkheim's theory that there is nothing abnormal about deviance and that it serves essential functions?
- How can I evaluate and assess the validity of Robert Merton's Strain Theory? How do I cite examples of each aspect of strain theory in your community?
- How do I analyze and evaluate how Labeling Theory explains deviance? To what extent do primary and secondary deviance differ in American society?
- How do I evaluate how much others encourage and discourage my behavior? How do I apply the Differential Association Theory to my life and provide evidence to justify my claim?
- How do I analyze which of Hirschi's links of conformity are present in my life?
- How do I evaluate how crime statistics in Kansas compare to the larger USA and in the world? What trends are present?
- How do I evaluate how the criminal justice system operates and to what extent every member of society is subject to social control?
- How do I evaluate which theory of social control and types of punishment works best for the United States (e.g., punishment, retribution, deterrence, rehabilitation, or societal protection)?

Reflective
- Is there such a thing as "good deviance?"
- How is deviance culturally defined?
- Are the crime statistics represented accurately in the media? Why or why not?
- How can I evaluate the effectiveness of community-based corrections and the effectiveness of the criminal justice system in the USA?

FOCUS STANDARDS

KSDE HGSS Standards
- Choices have consequences. (Standard 1)
- Individuals have rights and responsibilities. (Standard 2)
- Societies are shaped by the identities, beliefs, and practices of individuals and groups. (Standard 3)
- Societies experience continuity and change over time. (Standard 4)

ASA National Standards for High School Sociology
- Domain 3: Social Relationships: Self, Groups, and Socialization
  - 3.1 Students will describe the process of socialization across the life course.
    - 3.1.2 Deviance and Conformity

Sociology

UNIT 5: Stratification and Inequality

ESSENTIAL QUESTION	BIG IDEAS
Can social inequality and stratification be repaired at the individual, community, state, national, and global levels?	Students will… - understand their own and others' social problems. - assess and explain how group memberships and identities provide or deny certain opportunities and power as well as create and reinforce social stratification. - explain how social stratification can result in conflict between groups and diminished access to scarce or valued resources for some individuals. - analyze how disadvantaged groups experience social problems such as poverty, unemployment, poor education, lack of access to health care, and inequality in obtaining rights and privileges.

GUIDING QUESTIONS

Content:

Social Stratification:
- How do societies create systems of social stratification? What are the principles that underlie social stratification?
- What are common patterns of inequality?
- What aspects of your societal situation establish you in a social class?
- Who are the major sociologists involved in explaining social stratification in society and what are the major tenets of their theories (e.g., Plato, Karl Marx, Kingsley Davis, Wilber Moore, and Max Weber)?
- What are the strengths and weaknesses of the major theoretical perspectives in sociology (e.g., Functionalism, Symbolic Interactionism, Conflict Theory, and Feminist Theory) in defining social stratification, explaining the reasons for social positions, and justifying the fairness of unequal rewards from a sociological lens?
- How has social, racial, and gender stratification evolved in the United States?
- What are the different types of poverty, the description of the major patterns of poverty, and explanations for poverty among the US population?
- What is the definition of privilege and how does it play a role in stratification based on wealth, power, race, ethnicity, and/or gender identity?

Race and Ethnicity:
- How do race and ethnicity help define society?
- How is race different from ethnicity?
- How does the physiological definition of race differ from the social construct of race in American Society?

- What are the causes and theories of how prejudice, discrimination, and bias develop?
- What are the strengths and weaknesses of the major theoretical perspectives in sociology (e.g., Functionalism, Symbolic Interactionism, Conflict Theory, and Feminist Theory) in analyzing race and ethnicity from a sociological lens?

Gender Roles and Identity:
- How does the physiological definition of sex differ from the social construct of gender in American society?
- What are the strengths and weaknesses of the major theoretical perspectives in sociology (e.g., Functionalism, Symbolic Interactionism, Conflict Theory, and Feminist Theory) in analyzing the acquisition of gender identity, what gender means, and gender stratification in America from a sociological lens?

Process:
Social Stratification:
- How do I analyze to what extent social stratification is universal?
- How do I explain why sociologists should look at social stratification from a multidimensional view?
- How do I analyze how social mobility differs from one society to another?
- How do I analyze the extent to which group membership creates and reinforces social stratification?
- How do I analyze the extent to which the distribution of power, wealth, and status create conflict within society?
- How do I compare and contrast similarities and differences among social classes and positions in the United States?
- How do I evaluate how social class position impacts health, values, politics, and family life?
- How do I evaluate the degree of society's technology is linked to social stratification?
- How do I analyze how inequality, social classes, power distribution, and forces for societal change in the United States compare to Global experiences of social stratification?
- After comparing and contrasting statistics from America and other countries on social inequality, how do I analyze the trends and patterns that emerge?
- How do I analyze the important factors that play a role in social inequality in industrial and post-industrial societies?
- How do I analyze and evaluate social mobility as the exception or the rule in America? How do economic patterns affect patterns of social mobility?
- How do I explain which of the major theoretical perspectives in sociology (e.g., Functionalism, Symbolic Interactionism, Conflict Theory, and Feminist Theory) definitions of social stratification, explanation of the reasons for social positions, and justification of the fairness of unequal rewards from a sociological lens best explain social stratification?

Race and Ethnicity:
- How do I explain to what extent ethnicity has influenced access to employment, education, healthcare, rights, privileges, etc.?
- How do I interrupt bias and prejudice?
- How do I explain the similarities and differences among social standings of the various racial and ethnic categories in US society?
- How do I analyze to what extent society enforces patterns of social inequality based on race?
- How do I analyze and evaluate the impact of redlining and racial steering?
- How do I analyze and evaluate the role race and ethnicity play in access to employment, education,

healthcare, rights and privileges, etc.?

Gender Roles and Identity:
- How do I analyze and evaluate gender identity as an important dimension of social stratification?
- How do I explain to what extent society enforces patterns of social inequality based on gender?
- How do I analyze and evaluate if gender inequality is present in various social institutions?
- How do I explain to what extent society creates gender stratification?
- How do I explain to what extent gender has influenced access to employment, education, healthcare, rights, privileges, etc.?

Reflective:
- What defines communities that have low-status consistency? What are the ramifications, both positive and negative, of cultures with low-status consistency?
- To what extent do you believe poverty is cyclical?
- Why is it important to understand and be aware of global stratification?
- How does social stratification influence the daily interactions of individuals?
- How do systems of class, based on factors such as prestige, power, income, and wealth, influence your daily routines, as well as your beliefs and attitudes?
- Does race and ethnicity matter in people's social standing?
- Why is gender socialization important? How is children's play influenced by gender roles?
- What can be done to lessen the effects of gender stratification in the workplace and American society?
- How does gender stratification harm both men and women?
- Is gender harmful? Why or why not?
- How has women's role in society evolved?

FOCUS STANDARDS

KSDE HGSS Standards
- Individuals have rights and responsibilities. (Standard 2)
- Societies are shaped by the identities, beliefs, and practices of individuals and groups. (Standard 3)
- Societies experience continuity and change over time. (Standard 4)
- Relationships among people, places, ideas, and environments are dynamic. (Standard 5)

NCSS C3 Framework Standards
- D2.Soc.15.9-12. Identify common patterns of social inequality.
- D2.Soc.16.9-12. Interpret the effects of inequality on groups and individuals.
- D2.Soc.17.9-12. Analyze why the distribution of power and inequalities can result in conflict.
- D2.Soc.18.9-12. Propose and evaluate alternative responses to inequality.

ASA National Standards for High School Sociology
- Domain 4: Stratification and Inequality
  - 4.1 Students will identify common patterns of social inequality.
    - 4.1.1 Privilege
    - 4.1.2 Power
    - 4.1.3 Racial and ethnic inequality
    - 4.1.4 Class inequality

- ■ 4.1.5 Gender inequality
- ○ 4.2 Students will analyze the effects of social inequality on groups and individuals.
  - ■ 4.2.1 Life chances
  - ■ 4.2.2 Social problems
  - ■ 4.2.3 Inter- and intra-group conflict
- ○ 4.3 Students will explain the relationship between social institutions and inequality.
  - ■ 4.3.1 Distribution of power through social institutions
  - ■ 4.3.2 Potential of institutions to produce, reinforce, or challenge inequality
- ○ 4.4 Students will assess responses to social inequality.
  - ■ 4.4.1 Individual responses to inequality
  - ■ 4.4.2 Group responses to inequality such as social movements
  - ■ 4.4.3 Social policy responses to inequality