

Sociology Curriculum



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CTECS - Vision of Graduate

Connecticut Technical Education and Career System

Vision of a Graduate

A CTECS Graduate is...



A Problem Solver



Work Ready



Respectful



Skilled Socially



A Critical Thinker



An Effective Communicator

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut's workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

A Problem Solver

Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.

- Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions.
- Facilitate group discussions and collaborative projects.
- Use real-world scenarios and hands-on activities.
- Highlight the importance of effort, persistence, and continuous learning.
- Provide regular feedback and encourage reflection.

Work Ready

To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.

- Set high standards for punctuality, responsibility, professionalism, and task completion.
- Use project-based learning and collaborative assignments.
- Emphasize clear written and verbal communication.
- Offer practical exercises like mock interviews and resume workshops.
- Integrate technology and teach digital literacy.

Respectful

Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.

- Demonstrate personal, interpersonal, and professional skills.
- Show respect for diversity.
- Model respect through active listening and empathy.
- Set clear expectations for respectful interactions.
- Promote collaboration and group discussions.
- Celebrate respectful behavior.
- Address disrespect promptly and constructively.

Skilled Socially

Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.

- Show awareness of global responsibility to others and the environment.
- Participate in community involvement.
- Design cooperative group projects and team activities
- Set expectations for respect and give regular feedback.
- Facilitate discussions on inclusivity, kindness, and respect.
- Model positive interactions and recognize strong social skills.

A Critical Thinker

Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.

- Encourage critical thinking individually and collaboratively.
- Design lessons that challenge assumptions and explore diverse viewpoints.
- Use open-ended questions, rigorous activities, and cross-curricular projects.
- Integrate project-based learning and real-world problem-solving.
- Offer reflective opportunities like journaling and discussions.
- Cultivate an environment that values curiosity and inquiry.

An Effective Communicator

Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.

- Communicate effectively using oral, written, visual, artistic, and technical modes.
- Include group discussions, presentations, and peer reviews.
- Promote active listening and thoughtful responses.
- Offer clear guidelines and constructive feedback.
- Stress clear, respectful, and purposeful communication.

CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Feedback	Content	Context
<p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success <p>Using Assessments</p> <ol style="list-style-type: none"> 4. Using informal assessments of the whole class 5. Using formal assessments of individual students 	<p>Conducting Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking content 7. Processing content 8. Recording and representing content <p>Conducting Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning <p>Conducting Knowledge Application Lessons</p> <ol style="list-style-type: none"> 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims <p>Using Strategies That Appear in All Types of Lessons</p> <ol style="list-style-type: none"> 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact 	<p>Using Engagement Strategies</p> <ol style="list-style-type: none"> 23. Noticing and reacting when students are not engaged 24. Increasing response rates 25. Using physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 29. Using friendly controversy 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students <p>Implementing Rules and Procedures</p> <ol style="list-style-type: none"> 33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating withitness 36. Acknowledging adherence to rules and procedures 37. Acknowledging lack of adherence to rules and procedures <p>Building Relationships</p> <ol style="list-style-type: none"> 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control <p>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners

Curriculum Introduction

This curriculum document outlines the essential learning for this academic program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS academic programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards and the alignment to district assessments
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Plan and implement formative assessments to monitor progress and guide instruction
- Maintain consistency of technical and artistic practice instruction across campuses while adapting to student needs and industry-based opportunities

Curriculum Components

Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs and cycle schedules, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the program. They reflect the core competencies and skills that require the greatest instructional focus and appear on program assessments. Priority Standards guide each Unit of Study with big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

Vertical Alignment

Vertical alignment shows how Priority Standards and instructional expectations progress within the academic program. It provides a clear pathway of skill development, increasing complexity, and academic proficiency across the four-year sequence.

Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

Vocabulary

Essential vocabulary includes the content and academic terms students must understand and use accurately to engage in learning and demonstrate proficiency on assessments. Vocabulary is foundational to communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

Resources

Resources include the texts, materials, and digital tools that support learning within each unit to achieve the standards.

Assessment Practices

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Each program also includes district assessments, which measure proficiency on the Priority Standards identified in the Course Map. These assessments provide consistent evidence of student learning across campuses and ensure academic alignment to course expectations and program outcomes. Teachers should reference the Course Map and Units of Study when planning instruction to ensure students have opportunities to practice and demonstrate the skills and knowledge assessed on the district assessments.

Social Studies Vision

The vision for social studies in the Connecticut Technical Education and Career System (CTECS) is to empower students to think critically about the past in order to navigate and shape the future. Within our technical high school setting, we connect historical knowledge to real-world industries, civic responsibility, innovation, and workforce readiness. Through inquiry, analysis of diverse perspectives, and application of historical thinking skills, students develop informed judgment, ethical awareness, and the ability to engage thoughtfully in a rapidly changing global society.

Our vision is to graduate college and career-ready students who understand the historical foundations of their trades, communities, and democratic institutions—and who are prepared to contribute responsibly as skilled professionals and informed citizens.

Social Studies Curriculum Philosophy

The CTECS Social Studies Curriculum 24-25 revision was modeled after the CSDE Social Studies Model Curriculum. The curricula were constructed using the [Connecticut State Department of Education \(CSDE\) K–12 Curricula Design Principles Handbook](#) as a framework to structure the design process in order to ensure access to high quality, high-impact teaching and learning aligned to the content standards adopted by the Connecticut Board of Education to provide CTECS's students access to equitable educational opportunities within a culture of high expectations.

This standards-based curriculum defines what students are expected to learn by course and grade; it provides a roadmap of the essential learning outcomes for mastery by the end of the grade/course. The curriculum combines how teachers will teach to develop skills, content knowledge, and assess students' ability to transfer learning. The structure and organization of curriculum are guided by a curriculum framework that must include standards aligned concepts, skills, high impact instructional methods, high quality materials, and multiple means of assessment aligned to standards.

Aligned Prioritized Standards

- [CT State Social Studies Standards](#)
- [The College, Career, and Civic Life \(C3\) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History](#)
- [Common Core State Standards for English Language Arts \(ELA\) and Literacy in History/Social Studies, Science, and Technical Subjects](#)

Sociology Curriculum Prioritized Standards by Unit

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Unit Priority Standards	1.1 1.2 1.3 1.4	2.1 2.2 2.4	3.1 3.2	4.2 4.3	4.1 4.4	2.3 3.1 3.3	2.3 3.1 3.3	2.3 2.4

Sociology Curriculum Unit 1

Priority Standards Addressed in Unit 1

Content Standards

1.1

Students will identify sociology as a scientific field of inquiry.

1.2

Students will compare and contrast the sociological perspective and how it differs from other social sciences.

1.3

Students will evaluate the strengths and weaknesses of the major methods of sociological research.

1.4

Students will identify, differentiate among, and apply a variety of sociological theories.

Inquiry Standards (all units)

INQ 9–12.6

Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.9

Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

INQ 9–12.10

Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - Inq.9-12.10 (Supporting Standard)
- command of the language; written and verbal
 - Inq.9-12.10 (Supporting Standard)

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - Inq.9-12.10 (Supporting Standard)

A Critical Thinker

- applies unbiased analysis and evaluation
 - 1.2

- 1.3
- 1.4
- Evaluates sources of information for reliability
 - 1.2
 - 1.3
- willing to adapt new information and question things
 - 1.2
 - 1.3
 - 1.4

A Problem Solver

- can persevere and adapt
 - 1.2
 - 1.3
 - 1.4

Big Ideas:

- Sociology helps us understand how society works: It provides tools to analyze human behavior, social relationships, and the structure of societies.
- Sociological theories offer different lenses for understanding society: Perspectives such as functionalism, conflict theory, and symbolic interactionism explain how and why social patterns exist.
- Culture and socialization shape individual behavior: Norms, values, and social learning influence how people interact and develop identities.
- Social structures and institutions organize society: Institutions like family, education, religion, and government play key roles in maintaining or challenging social order.
- Inequality is embedded in social systems: Class, race, gender, and other social categories influence access to power, resources, and opportunities.
- Sociologists use research methods to study society scientifically: Both qualitative and quantitative methods help uncover patterns and generate evidence-based conclusions.

Essential Questions:

- What is sociology, and why is it important to study?
- What does it mean to have a sociological imagination? How can it be used as a tool?
- What is sociological perspective?
- What sociological perspectives are currently utilized?
- How do sociologists conduct research, and what methods do they use?
- What are the key sociological theories, and how do they explain social phenomena?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
Standard 1.1 <ul style="list-style-type: none"> ● The definition and purpose of sociology as a social science. 	Standard 1.1 <ul style="list-style-type: none"> ● Identify and explain the major sociological perspectives and apply them to real-world situations.
Standard 1.2 <ul style="list-style-type: none"> ● The difference between sociology and other social sciences (e.g., psychology, anthropology). 	Standard 1.2 <ul style="list-style-type: none"> ● Compare and contrast sociology with other social sciences in terms of focus, methods, and questions.
Standard 1.3 <ul style="list-style-type: none"> ● The importance of using evidence and research methods in sociological inquiry. 	Standard 1.3 <ul style="list-style-type: none"> ● Conduct a simple sociological observation or survey, collect data, and present findings. ● Work collaboratively to examine a current event or social issue from a sociological perspective.
Standard 1.4 <ul style="list-style-type: none"> ● Key sociological perspectives: functionalism, conflict theory, and symbolic interactionism. 	Standard 1.4 <ul style="list-style-type: none"> ● Reflect on their own socialization and how it has shaped their identity and worldview. ● Use sociological vocabulary accurately in both written and spoken explanations. ● Analyze everyday social interactions and institutions using a sociological lens.
Academic Vocabulary: <ul style="list-style-type: none"> ● Sociology ● Sociological Imagination ● Research Methods <ul style="list-style-type: none"> ○ Qualitative ○ Quantitative ● Theoretical Perspectives <ul style="list-style-type: none"> ○ Functionalism ○ Conflict Theory ○ Symbolic Interactionism 	
Resources: Technology: <ul style="list-style-type: none"> ● Actively Learn ● Blooket ● BreakoutEDU 	

- EdPuzzle
- Kahoot!
- Kami
- Padlet
- SORA
- YouTube

Suggested Texts:

- Article- *Body Rituals of the Nacerima*
- Storybook- Real Story of the Big Bad Wolf – model sociological perspective.
- [Textbook](#)

Cross Cycle Tasks:

Suggestions:

Last day of the Cycle:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments

Required:

- *Unit CFAs will be posted to Performance Matters by Fall 2026.*

Suggested:

- Brief Source Analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments

Required:

- *In development.*

Suggested:

- Case Studies
- Field Studies

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry

- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Priority Standards Addressed in Unit 2

Content Standards

2.1

Students will describe the components of culture.

2.2

Students will analyze how culture influences individuals, including themselves.

2.4

Students will assess how social institutions and cultures change and evolve.

Inquiry Standards (all units)

INQ 9–12.6

Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.9

Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

INQ 9–12.10

Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - Inq.9-12.10 (Supporting Standard)
- command of the language; written and verbal
 - Inq.9-12.10 (Supporting Standard)

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - Inq.9-12.10 (Supporting Standard)

A Critical Thinker

- applies unbiased analysis and evaluation
 - 2.2
 - 2.4
- willing to adapt new information and question things
 - 2.2
 - 2.4

A Problem Solver

- can persevere and adapt

- 2.2
- 2.4
- able to determine the root cause of issues
 - 2.2

Big Ideas:

- Culture is the foundation of social life: It includes the shared beliefs, values, norms, symbols, and practices that guide human behavior in society.
- Cultural elements shape how we see the world: Language, symbols, and material objects influence communication, identity, and meaning-making.
- Culture varies across and within societies: Cultural diversity includes subcultures and countercultures, each offering unique perspectives and ways of life.
- Culture influences identity and social norms: It helps individuals understand their roles and behaviors within a society, shaping both personal and group identity.
- Culture is dynamic and changes over time: Innovation, diffusion, globalization, and social movements contribute to ongoing cultural transformation.

Essential Questions:

- What is culture, and why is it important in sociology?
- What are the main components of culture?
- How do norms, values, and symbols influence human behavior and social interactions?
- What roles do language and material culture play in shaping societies?
- How do subcultures and countercultures differ from mainstream culture?
- What factors contribute to cultural diversity and cultural change?
- How does globalization impact culture and cultural exchanges?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>Standard 2.1</p> <ul style="list-style-type: none"> ● The key components of culture: symbols, language, norms, values, beliefs, and material culture. ● The difference between material and nonmaterial culture. ● How culture is learned, shared, and transmitted across generations. 	<p>Standard 2.1</p> <ul style="list-style-type: none"> ● Identify and define the core components of culture. ● Provide real-world or media-based examples of each cultural component. ● Distinguish between material and nonmaterial aspects of culture in everyday life.

<ul style="list-style-type: none"> ● The distinction between dominant culture, subculture, and counterculture. 	<ul style="list-style-type: none"> ● Describe a subculture or counterculture and analyze how its components differ from the dominant culture.
<p>Standard 2.2</p> <ul style="list-style-type: none"> ● How norms and values shape behavior, identity, and social expectations. ● The concept of cultural socialization and its role in shaping beliefs and behaviors. ● The influence of culture on perspectives, decision-making, and group interactions. 	<p>Standard 2.2</p> <ul style="list-style-type: none"> ● Analyze how their personal identity and behaviors have been shaped by cultural norms and values. ● Reflect on and explain how cultural expectations influence their daily decisions. ● Use sociological vocabulary to describe how individuals internalize cultural norms. ● Compare how individuals from different cultural backgrounds might interpret or respond to the same situation.
<p>Standard 2.4</p> <ul style="list-style-type: none"> ● How culture changes over time due to social movements, innovation, globalization, and diffusion. ● The role of institutions (e.g., education, family, media) in reinforcing or reshaping cultural norms. ● Examples of historical and contemporary cultural change. 	<p>Standard 2.4</p> <ul style="list-style-type: none"> ● Explain how and why cultural values, norms, or practices have evolved over time. ● Analyze the role of social institutions in promoting or resisting cultural change. ● Evaluate the impact of cultural change on individuals and groups. ● Investigate and present a cultural shift or movement and explain its causes and effects.
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> ● Culture ● Norms ● Values ● Symbols ● Language ● Material Culture ● Cultural Universals ● Subculture ● Counterculture ● Ethnocentrism ● Cultural Relativism ● Cultural Diffusion ● Globalization ● Multiculturalism ● Socialization 	
<p>Resources:</p>	

Technology:

- Actively Learn
- Blooket
- BreakoutEDU
- EdPuzzle
- Kahoot!
- Kami
- Padlet
- SORA
- YouTube

Suggested Texts:

- [Textbook](#)

Cross Cycle Tasks:

Suggestions:

Last day of the Cycle:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.

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Formative Assessments

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Suggested:

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Summative Assessments

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Suggested:

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 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design

- Installation and Equipment
- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Sociology Curriculum Unit 3

Priority Standards Addressed in Unit 3

Content Standards

3.1

Students will describe the process of socialization across the life course.

3.2

Students will explain the process of the social construction of the self.

Inquiry Standards (all units)

INQ 9–12.6

Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.9

Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

INQ 9–12.10

Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - 3.2
- command of the language; written and verbal
 - 3.2

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - 3.2

A Critical Thinker

- applies unbiased analysis and evaluation
 - 3.2
- willing to adapt new information and question things
 - 3.1
 - 3.2

A Problem Solver

- can persevere and adapt
 - 3.1
 - 3.2

Big Ideas:

- Socialization is a lifelong process: From infancy through adulthood, individuals continuously learn the norms, values, and behaviors expected by society.
- The self is shaped through social interaction: Identities develop through engagement with family, peers, media, education, and other social agents.
- Social institutions play a key role in socialization: Schools, families, religious institutions, and workplaces influence beliefs, roles, and behavior.
- Socialization varies across cultures and social contexts: Different societies and groups transmit unique values and expectations, leading to diverse social experiences.
- Socialization influences roles, identity, and life outcomes: It helps define who individuals become and affects their opportunities, choices, and place in society.

Essential Questions:

- What is socialization, and how do individuals develop within social contexts?
- How are social structures and institutions organized, and how do they impact individuals and groups?
- How do different social institutions (e.g., family, education, religion, economy, politics) function and interact within society?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
Standard 3.1 <ul style="list-style-type: none"> ● The definition and purpose of socialization in human development. ● The major agents of socialization (family, peers, education, media, religion). ● How the socialization process varies across childhood, adolescence, adulthood, and old age. ● The role of anticipatory socialization and resocialization. ● That socialization is influenced by cultural norms, values, and societal expectations. 	Standard 3.1 <ul style="list-style-type: none"> ● Identify and describe the key agents of socialization and their influence at different life stages. ● Analyze how experiences and expectations change during different phases of the life course. ● Explain how socialization shapes attitudes, behaviors, roles, and identity. ● Reflect on their own socialization and how it has influenced their beliefs and interactions.
Standard 3.2 <ul style="list-style-type: none"> ● The concept of the self as a socially constructed identity. ● Key theories such as Cooley's 	Standard 3.2 <ul style="list-style-type: none"> ● Describe how individuals form a sense of self through interactions with others. ● Apply sociological theories to explain

“Looking-Glass Self” and Mead’s “I” and “Me.”

- How interaction with others shapes self-concept and identity.
- The dynamic nature of identity based on context, role, and audience.

the development of personal identity.

- Analyze how societal expectations, labels, and roles influence a person's self-perception.
- Use examples from media, personal reflection, or observations to illustrate the process of self-construction.

Academic Vocabulary:

- Socialization
- Culture
- Norms
- Values
- Beliefs
- Social Order
- Self
- Identity
- Personality
- Self-Concept
- Nature vs. Nurture
- Looking-Glass Self
- Role-Taking
- Generalized Other
- Dramaturgy
- Agents of Socialization
- Anticipatory Socialization
- Resocialization
- Life Course
- Total Institution

Resources:

Technology:

- Actively Learn
- Blooket
- BreakoutEDU
- EdPuzzle
- Kahoot!
- Kami
- Padlet
- SORA
- YouTube

Suggested Texts:

- [Textbook](#)

Cross Cycle Tasks:

Suggestions:

Last day of the Cycle:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments

Required:

- *Unit CFAs will be posted to Performance Matters by Fall 2026.*

Suggested:

- Brief Source Analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments

Required:

- *In development.*

Suggested:

- Case Studies
- Field Studies

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

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CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology
 - Plumbing and Heating
 - Plumbing, Heating and Cooling
 - Robotics and Automation
 - Tourism
 - Hospitality and Guest Services Management
 - Veterinary Science
 - Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking

- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Priority Standards Addressed in Unit 4

Content Standards

4.2

Students will analyze the effects of social inequality on groups and individuals.

4.3

Students will explain the relationship between social institutions and inequality.

Inquiry Standards (all units)

INQ 9–12.6

Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.9

Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

INQ 9–12.10

Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - 4.3
- command of the language; written and verbal
 - 4.3

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - 4.3
- empathizes with and values others
 - 4.3

A Critical Thinker

- applies unbiased analysis and evaluation
 - 4.2
 - 4.3.
- willing to adapt new information and question things
 - 4.3
 - 4.3

A Problem Solver

- can persevere and adapt
 - 4.2
 - 4.3
- able to determine the root cause of issues
 - 4.2
 - 4.3

Big Ideas:

- Deviance is socially defined: What is considered deviant varies across cultures, time periods, and social contexts, reflecting the influence of social norms and values.
- Theories of deviance explain why rule-breaking occurs: Sociological theories (such as strain theory, labeling theory, and conflict theory) offer different perspectives on the causes and functions of deviant behavior.
- Social reactions to deviance shape outcomes: How society responds to deviance—including stigmatization, punishment, or rehabilitation—can reinforce or challenge existing power structures.
- Deviance affects individuals and groups differently: The experience and consequences of being labeled deviant are influenced by factors such as race, class, gender, and social status.
- Institutions play a central role in defining and managing deviance: Legal systems, schools, media, and other institutions contribute to the control, reinforcement, or reform of deviant behavior.

Essential Questions:

- What is deviance and why is it difficult to define?
- What are the major imbalances within a society that give rise to a social problem?
- What is the relationship between social institutions and social problems?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>Standard 4.2</p> <ul style="list-style-type: none"> ● The definition of social inequality and how it appears in different forms (economic, racial, gender, etc.). ● How deviance is socially defined and influenced by norms, power structures, and inequality. ● The connection between labeling theory, stigma, and marginalization of individuals and groups. 	<p>Standard 4.2</p> <ul style="list-style-type: none"> ● Analyze how deviance is differently defined and treated depending on race, class, gender, and other identities. ● Use sociological theories (e.g., conflict theory, labeling theory) to explain the relationship between deviance and social inequality. ● Evaluate real-world examples (e.g., incarceration rates, access to justice,

<ul style="list-style-type: none"> ● How stereotypes, bias, and discrimination impact access to resources and opportunities. ● Examples of how laws, norms, and social expectations are applied unequally across different social groups. 	<p>school discipline policies) to assess unequal outcomes.</p> <ul style="list-style-type: none"> ● Reflect on how being labeled as “deviant” can affect life chances and social identity. ● Investigate how power and privilege shape what behaviors are considered deviant.
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<p>Standard 4.3</p> <ul style="list-style-type: none"> ● The role of social institutions (e.g., criminal justice, education, family, media) in defining and enforcing norms. ● How institutions maintain or challenge systems of inequality through policies, practices, and cultural messages. ● The relationship between systemic inequality and institutional responses to deviance (e.g., policing, sentencing, rehabilitation). ● That institutions can reinforce dominant cultural norms while marginalizing alternative perspectives or behaviors. 	<p>Standard 4.3</p> <ul style="list-style-type: none"> ● Examine how institutions define, monitor, and respond to deviance. ● Analyze how institutional responses to deviance vary across different groups and communities. ● Identify institutional practices that contribute to or challenge inequality (e.g., school-to-prison pipeline, restorative justice programs). ● Evaluate sociological data or case studies to explain the connection between institutional policies and unequal social outcomes. ● Propose ideas or solutions for how institutions could more equitably manage social control and deviance.
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<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> ● Social Stratification ● Social Inequality ● Privilege ● Oppression ● Norms ● Deviance ● Social Control ● Sanctions ● Power ● Labeling Theory ● Stigma ● Stereotype ● Prejudice ● Systemic Inequality ● Mass Incarceration ● Criminal Justice System ● Policing ● Rehabilitation vs. Punishment ● Restorative Justice

Resources:**Technology:**

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- BreakoutEDU
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Suggested Texts:

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Cross Cycle Tasks:*Suggestions:***Last day of the Cycle:**

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Assessments:***Formative Assessments*****Required:**

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Suggested:

- Brief Source Analysis
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Summative Assessments

Required:

- *In development.*

Suggested:

- Case Studies
- Field Studies

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 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology

- Landscape Design
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- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
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- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
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- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Sociology Curriculum Unit 5

Priority Standards Addressed in Unit 5

Content Standards

4.1

Students will identify common patterns of social inequality.

4.4

Students will assess responses to social inequality.

Inquiry Standards (all units)

INQ 9–12.6

Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.9

Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

INQ 9–12.10

Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - Inq.9-12.10 (Supporting Standard)
- command of the language; written and verbal
 - Inq.9-12.10 (Supporting Standard)

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - Inq.9-12.10 (Supporting Standard)
- empathizes with and values others
 - 4.1
 - 4.4

A Critical Thinker

- applies unbiased analysis and evaluation
 - 4.1
 - 4.4
- willing to adapt new information and question things
 - 4.1
 - 4.4

A Problem Solver

- can persevere and adapt
 - 4.1
 - 4.4

Big Ideas:

- Social stratification is a structured system of inequality: Societies rank individuals and groups in a hierarchy based on factors like wealth, power, and status.
- Inequality has multiple dimensions: Social class, race, gender, ethnicity, and other social categories shape access to resources and opportunities.
- Stratification affects life chances: Where individuals are positioned in the social hierarchy influences their education, health, career, and overall quality of life.
- Institutions reinforce or challenge inequality: Systems like education, the economy, and the justice system can maintain existing hierarchies or promote greater equity.
- Theoretical perspectives explain stratification in different ways: Functionalist, conflict, and symbolic interactionist theories offer insights into the causes, functions, and consequences of inequality.

Essential Questions:

- What is sociology?
- What does it mean to have a sociological imagination? How can it be used as a tool?
- What is sociological perspective?
- What sociological perspectives are currently utilized?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance):

Standard 4.1

- The definition of social stratification and how it structures society.
- The difference between ascribed status (e.g., race, gender) and achieved status (e.g., occupation, education).
- The major systems of stratification (caste, class, estate).
- How wealth, power, and prestige contribute to social inequality.
- Examples of social mobility (upward, downward, horizontal, intergenerational).

Standard 4.1

- Identify and describe examples of inequality in everyday life.
- Analyze data (charts, graphs, statistics) that show patterns of inequality (e.g., income gaps, education levels).
- Compare and contrast systems of stratification across societies.
- Explain how different sociological theories interpret social inequality.
- Evaluate the impact of inequality on individuals and groups.

<ul style="list-style-type: none"> ● The role of institutions (education, economy, government) in maintaining or challenging inequality. ● Sociological theories on inequality (e.g., functionalism, conflict theory, symbolic interactionism). ● Patterns of inequality based on race/ethnicity, gender, and social class. ● How inequality affects life chances (education, health, housing, employment opportunities). ● Real-world examples of social inequality in the U.S. and globally. 	<ul style="list-style-type: none"> ● Debate or discuss issues of privilege and disadvantage using sociological terms. ● Connect patterns of inequality to historical and contemporary issues. ● Conduct mini-research (surveys, interviews, media analysis) to identify evidence of inequality. ● Reflect on their own position within systems of stratification. ● Propose solutions or policy ideas to address inequality in society.
<p>Standard 4.4</p> <ul style="list-style-type: none"> ● Historical and contemporary responses to inequality (e.g., civil rights movements, feminist movements, labor unions, social welfare programs). ● The difference between individual, community, and institutional responses to inequality. ● Types of responses: activism, legislation, social programs, education, grassroots organizing, resistance movements. ● The role of government policy (e.g., affirmative action, minimum wage laws, anti-discrimination laws). ● How media and culture can reinforce or challenge inequality. ● Criticisms and debates surrounding responses (e.g., effectiveness, unintended consequences, backlash). ● The connection between sociological theories and responses (e.g., conflict theory on redistribution, functionalist views on stability). 	<p>Standard 4.4</p> <ul style="list-style-type: none"> ● Identify and describe different responses to inequality at the local, national, and global levels. ● Analyze case studies of social movements and government programs to determine their effectiveness. ● Interpret data on outcomes of responses (e.g., changes in poverty rates, education gaps, workplace diversity). ● Compare and contrast responses to inequality across societies and time periods. ● Explain how sociological theories interpret and critique different responses. ● Evaluate the success or limitations of policies or movements in reducing inequality.
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> ● Social Stratification ● Ascribed Status ● Achieved Status ● Life Chances ● Social Mobility ● Caste System ● Class System ● Wealth 	

- Income
- Power
- Prestige
- Institutional Inequality

Resources:

Technology:

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Suggested Texts:

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Cross Cycle Tasks:

Suggestions:

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Assessments:

Formative Assessments

Required:

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Suggested:

- Brief Source Analysis

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Summative Assessments

Required:

- *In development.*

Suggested:

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Sociology Curriculum Unit 6

Priority Standards Addressed in Unit 6

Content Standards

2.3

Students will evaluate important social institutions and how they respond to social needs.

3.1

Students will describe the process of socialization across the life course.

3.3

Students will examine the social construction of groups and their impact on the life chances of individuals.

Inquiry Standards (all units)

INQ 9–12.6

Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.9

Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

INQ 9–12.10

Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - 3.1
- command of the language; written and verbal
 - 3.1

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - 3.1

A Critical Thinker

- applies unbiased analysis and evaluation
 - 2.3
 - 3.1

- 3.3
- willing to adapt new information and question things
 - 2.3
 - 3.1
 - 3.3

A Problem Solver

- can persevere and adapt
 - 2.3
 - 3.1
 - 3.3
- able to determine the root cause of issues
 - 2.3
 - 3.3

Big Ideas:

- Family and education are core social institutions: They fulfill essential societal functions such as emotional support, cultural transmission, skill development, and social stability.
- These institutions are key agents of socialization: From childhood through adulthood, family and education shape identity, values, norms, and behavior.
- Institutions adapt to social change: Both family structures and educational systems evolve in response to shifts in demographics, technology, and societal values.
- Cultural and structural variation matters: Families and schools look different across cultures and communities, reflecting diverse practices and challenges.
- Institutions influence inequality and life chances: Family background and access to education significantly affect individuals' opportunities, reinforcing or challenging patterns of stratification based on race, class, gender, and other identities.
- Sociology helps reveal both function and complexity: By applying sociological analysis, students can critically examine how family and education maintain social order while also contributing to social change.

Essential Questions:

- What roles do family and education play in shaping individuals and meeting societal needs?
- How do social institutions respond to social change and address societal problems?
- In what ways do families and schools act as agents of socialization across the life course?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance):

Standard 2.3

- The definition of social institutions and their role in society.
- How family functions as a social institution (e.g., emotional support, cultural transmission, regulation of reproduction, social stability).
- How education functions as a social institution (e.g., socialization, teaching knowledge/skills, credentialing, preparing for the workforce).
- The concept of agents of socialization and their influence across the life course.
- How family structures vary across cultures (e.g., nuclear, extended, single-parent, blended).
- How education systems vary across societies and reflect broader cultural values.
- The relationship between institutions and social needs such as stability, cohesion, and social order.
- How institutions adapt to social change (e.g., demographic shifts, technology, globalization, inequality).
- Critiques of institutions, including ways they may reinforce inequality based on race, class, or gender.
- Examples of policies, reforms, or cultural shifts that have changed the roles of family and education over time.

Standard 2.3

- Identify and explain the roles of family and education in meeting social needs.
- Analyze case studies and examples of how institutions adapt to social change.
- Compare and contrast family and education structures across different cultures and time periods.
- Interpret data (charts, surveys, statistics) to evaluate the effectiveness of family and education in society.
- Apply sociological theories (functionalism, conflict theory, symbolic interactionism) to explain the functions and critiques of family and education.
- Evaluate how effectively these institutions respond to challenges such as inequality, changing demographics, or technological change.
- Debate or discuss the benefits and drawbacks of institutional responses to social needs.
- Reflect on personal experiences with family and education and connect them to broader sociological concepts.
- Propose solutions or reforms to strengthen institutions in addressing social needs.
- Synthesize multiple perspectives to make evidence-based judgments about the role of family and education in society.

Standard 3.1

- How family serves as the primary agent of socialization in early childhood.
- How education and peers influence socialization during adolescence.
- How socialization continues into adulthood and later life stages (e.g., work, marriage, parenthood, retirement).

Standard 3.1

- Identify agents of socialization in their own lives and in society.
- Compare and contrast socialization experiences across age groups, cultures, and social contexts.
- Analyze examples of socialization from case studies, media, or real-life observations.
- Apply sociological theories (e.g., symbolic interactionism, functionalism, conflict theory) to explain how socialization from family and education works.
- Investigate how social institutions like family and education contribute to

	<p>lifelong socialization.</p> <ul style="list-style-type: none"> ● Assess the impact of socialization on opportunities, life choices, and social roles.
<p>Standard 3.3</p> <ul style="list-style-type: none"> ● The definition of social groups and the concept of group membership. ● How groups are socially constructed based on characteristics like race, ethnicity, class, gender, religion, and age. ● How membership in certain groups can affect life chances (e.g., education, employment, health, income). ● The ways family and educational institutions influence group membership and identity. ● The relationship between social stratification and group membership. ● Examples of privilege and disadvantage linked to group identities. ● How social construction of groups can lead to discrimination, stereotyping, or social cohesion. ● Sociological theories explaining the effects of group membership on life opportunities (e.g., conflict theory, symbolic interactionism). 	<p>Standard 3.3</p> <ul style="list-style-type: none"> ● Identify groups in society and describe how they are socially constructed. ● Evaluate the role of family and education in shaping group identity and access to resources. ● Apply sociological theories to explain how group membership influences social inequality. ● Investigate real-world examples of privilege, discrimination, and group-based advantages or disadvantages. ● Reflect on their own group memberships and how these may affect life experiences. ● Interpret data or case studies showing disparities between groups.
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> ● Social Institution ● Family ● Education ● Socialization ● Agents of Socialization ● Life Course ● Primary Socialization ● Secondary Socialization ● Anticipatory Socialization ● Social Group ● Life Chances ● Social Construction ● Social Stratification 	
<p>Resources:</p> <p>Technology:</p>	

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- Exit tickets
- 1:1 or small group conferring

Summative Assessments

Required:

- *In development.*

Suggested:

- Case Studies
- Field Studies

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Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

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 - Aerospace Manufacturing
 - Architecture
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 - Automotive Collision Repair and Refinishing
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 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
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 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry

- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
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- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
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Sociology Curriculum Unit 7

Priority Standards Addressed in Unit 7

Content Standards

2.3

Students will evaluate important social institutions and how they respond to social needs.

3.1

Students will describe the process of socialization across the life course.

3.3

Students will examine the social construction of groups and their impact on the life chances of individuals.

Inquiry Standards (all units)

INQ 9–12.6

Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.9

Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

INQ 9–12.10

Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - 3.1
- command of the language; written and verbal
 - 3.1

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - 3.1

A Critical Thinker

- applies unbiased analysis and evaluation
 - 2.3

- 3.1
- 3.3
- willing to adapt new information and question things
 - 2.3
 - 3.1
 - 3.3

A Problem Solver

- can persevere and adapt
 - 2.3
 - 3.1
 - 3.3
- able to determine the root cause of issues
 - 2.3
 - 3.3

Big Ideas:

- Social institutions, such as family and education, are central to meeting societal needs and maintaining social order.
- Socialization is a lifelong process shaped by family, schools, peers, media, and other institutions, influencing identity, values, and behavior.
- Families and educational institutions play a critical role in shaping individuals' life chances and access to opportunities.
- Social groups are socially constructed, and membership in these groups affects individuals' experiences and outcomes.
- Social institutions both reflect and reinforce social inequalities based on class, race, gender, and other characteristics.
- Understanding social institutions and socialization helps explain patterns of privilege, disadvantage, and societal change.

Essential Questions:

- How do family and education serve as social institutions that meet societal needs?
- In what ways do family and educational institutions shape individuals' beliefs, behaviors, and identities across the life course?
- How do social groups form, and how does group membership influence individuals' life chances and opportunities?
- How do social institutions respond to societal changes such as demographic shifts, technological advances, or inequality?
- In what ways do family and education reinforce or challenge social inequalities?
- How can understanding the social construction of groups help us evaluate the impact of

institutions on individuals and society

- How do personal experiences within institutions influence our understanding of society and our role within it?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance):

Standard 2.3

- The definition and purpose of social institutions.
- How family provides emotional support, cultural transmission, social stability, and regulates reproduction.
- How education prepares individuals for participation in society by teaching knowledge, skills, norms, and values.
- How social institutions adapt to social change (e.g., demographic shifts, technology, policy changes).
- Examples of how institutions respond to societal needs at local, national, and global levels.
- Critiques of institutions, including ways they may reinforce inequality based on race, class, or gender.

Standard 2.3

- Identify and describe the roles of family and education as social institutions.
- Analyze case studies or examples showing how institutions respond to societal needs.
- Compare and contrast institutions across cultures or historical periods.
- Evaluate the effectiveness of institutional responses to social challenges.
- Reflect on personal experiences with family and education and connect them to broader social patterns.

Standard 3.1

- The definition of socialization and its importance in human development.
- Key agents of socialization: family, peers, schools, media, religion, and other institutions.
- The differences between primary and secondary socialization.
- How socialization occurs at different life stages: childhood, adolescence, adulthood, and old age.
- Concepts such as anticipatory socialization and the impact of culture, class, and gender.
- How socialization shapes identity, values, norms, and behavior.

Standard 3.1

- Identify agents of socialization in their own lives and society.
- Describe socialization processes across different life stages.
- Compare and contrast socialization experiences across cultures, time periods, or social groups.
- Analyze examples of socialization in case studies, media, or real-life observations.
- Reflect on how socialization has shaped their own identity, values, and behaviors.
- Apply sociological theories to explain patterns and effects of socialization.

Standard 3.3

- The definition of social groups and the idea of social construction.

Standard 3.3

- The difference between in-groups and out-groups.
- How membership in groups affects life chances (e.g., education, employment, income, health).
- How family and educational institutions influence group membership and identity.
- The relationship between social stratification and group membership.
- Examples of privilege, discrimination, and inequality linked to social groups.

- Identify and describe social groups and explain how they are socially constructed.
- Analyze the impact of group membership on individuals' opportunities and outcomes.
- Compare experiences of individuals across different social groups.
- Evaluate the role of family and education in shaping group identity and life chances.
- Investigate real-world examples of privilege, discrimination, or inequality.
- Propose strategies to address inequalities associated with group membership.
- Communicate findings using sociological terminology through discussion, writing, or presentations.

Academic Vocabulary:

- Social Institution
- Family
- Education
- Socialization
- Agents of Socialization
- Life Course
- Primary Socialization
- Secondary Socialization
- Anticipatory Socialization
- Social Group
- Life Chances
- Social Construction
- Social Stratification

Resources:

Technology:

- Actively Learn
- Blooket
- BreakoutEDU
- EdPuzzle
- Kahoot!
- Kami
- Padlet
- SORA
- YouTube

Suggested Texts:

- [Textbook](#)

Cross Cycle Tasks:

Suggestions:

Last day of the Cycle:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments

Required:

- *Unit CFAs will be posted to Performance Matters by Fall 2026.*

Suggested:

- Brief Source Analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments

Required:

- *In development.*

Suggested:

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- Field Studies

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Sociology Curriculum Unit 8

Priority Standards Addressed in Unit 8

Content Standards

2.3

Students will evaluate important social institutions and how they respond to social needs.

2.4

Students will assess how social institutions and cultures change and evolve.

Inquiry Standards (all units)

INQ 9–12.6

Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.9

Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

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Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - Inq.9-12.10 (Supporting Standard)
- command of the language; written and verbal
 - Inq.9-12.10 (Supporting Standard)

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - Inq.9-12.10 (Supporting Standard)

A Critical Thinker

- applies unbiased analysis and evaluation
 - 2.3
 - 2.4
- willing to adapt new information and question things
 - 2.3

- 2.4

A Problem Solver

- can persevere and adapt
 - 2.3
 - 2.4
- able to determine the root cause of issues
 - 2.3

Big Ideas:

- Societies are constantly evolving: Social institutions and cultural norms adapt over time in response to internal developments and external pressures.
- Institutions respond differently to change: Systems like government, education, and healthcare may either facilitate or resist transformation when facing new social challenges.
- Multiple forces drive social change: Innovation, globalization, technological advancement, and social movements all contribute to how societies evolve.
- Collective behavior plays a powerful role: Groups and individuals engage in collective action—such as protests, movements, and revolutions—to address shared concerns and push for change.
- Leadership, media, and context matter: Social movements are shaped by key actors and communication strategies, as well as the broader political and cultural environment.
- Change impacts groups in different ways: Students will critically examine how social change can reinforce or reduce inequality, and how individuals navigate the tension between stability and transformation.

Essential Questions:

- What causes social change in societies?
- How do collective behaviors and social movements challenge or reinforce existing social institutions?
- In what ways do social institutions respond to social needs and pressures for change?
- How does culture both influence and change as a result of collective behavior?
- How can collective action lead to lasting social change?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
Standard 2.3	Standard 2.3

<ul style="list-style-type: none"> ● Social change occurs as a result of cultural, economic, political, and technological forces. ● Collective behavior includes spontaneous and organized group actions that influence society. ● Social institutions (such as government, education, religion, family, and the economy) respond to social needs in different ways. ● Social movements can challenge existing power structures and norms. 	<ul style="list-style-type: none"> ● Analyze examples of collective behavior and identify their causes and impacts. ● Evaluate how specific social institutions respond to social needs and pressures for change. ● Compare different types of social movements and their goals, methods, and outcomes.
<p>Standard 2.4</p> <ul style="list-style-type: none"> ● Culture evolves over time as values, beliefs, and norms shift in response to collective action and societal pressures. ● Not all social change is immediate; some change is gradual or met with resistance. 	<p>Standard 2.4</p> <ul style="list-style-type: none"> ● Assess how cultural values and norms evolve as a result of collective action. ● Use sociological concepts and vocabulary to explain patterns of social change. ● Apply sociological thinking to contemporary examples of social change and collective behavior.
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> ● Social Change ● Collective Behavior ● Social Movement ● Collective Consciousness ● Crowd Behavior ● Mass Behavior ● Public Opinion ● Reform Movement ● Revolutionary Movement ● Resistance ● Social Reform ● Cultural Diffusion ● Cultural Lag ● Innovation ● Authority 	
<p>Resources:</p> <p>Technology:</p> <ul style="list-style-type: none"> ● Actively Learn ● Blooket ● BreakoutEDU ● EdPuzzle ● Kahoot! 	

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