

**Course Overview**

Sociology looks at daily social life and tries to determine what people do as an individual in society on a daily basis, in sociological terms. The class will look at how rules are established and enforced. The class will also explore the understanding of what social forces cause individual and group behavior. All of this will be accomplished by looking at sociological research, cultural studies, and prominent sociological theories.

**Scope and Sequence**

Timeframe	Unit	Instructional Topics
5 Day(s)	<a href="#">Unit 1- Introduction to Sociology</a>	1.1: Sociology as a Discipline 1.2: Sociology Imagination
6 Day(s)	<a href="#">Unit 2- Tracing the Origins of Sociology and Modern Day Application</a>	2.1: Development of Sociology 2.2: Theoretical Perspectives 2.3: Theoretical Perspective and Modern Day Use
5 Day(s)	<a href="#">Unit 3- The Cultural World</a>	3.1: Components of Culture 3.2: Cultural Universals and Cultural Variations
5 Day(s)	<a href="#">Unit 4- Cultural Conformity and Adaptation</a>	4.1: Values and Beliefs 4.2: Social Control 4.3: The Maintaining and Changing of Culture
7 Day(s)	<a href="#">Unit 5- Social Structure</a>	5.1: The Building Blocks 5.2: The Structure of Groups and Society 5.3: Social Interaction and Formal Organization
5 Day(s)	<a href="#">Unit 6- Scientific Research</a>	6.1: Scientific Method in Social Studies 6.2: Scientific Method in Sociology
5 Day(s)	<a href="#">Unit 7- Socializing the Individual</a>	7.1: Development of Personality 7.2: Agents and Processes of Socialization
7 Day(s)	<a href="#">Unit 8- Criminology</a>	8.1: Social Control and Deviance 8.2: Crime and Research
Ongoing	<a href="#">Unit 9- Information and Technology Integration</a>	9.1: Information 9.2: Technology
Ongoing	<a href="#">Unit 10- Literacy Integration- Content Reading.</a>	10.1: Content Reading Applications

	<a href="#">Writing, Speaking, and Presenting</a>	10.2: Writing Application 10.3: Speaking and Presentation
<b>Ongoing</b>	<a href="#">Unit 11- Strategies to Build One's Own Vocabulary</a>	11.1: Logging With Words and Images 11.2: Chaos to Categories 11.3: Rate and Log 11.4: Pencil to Publish 11.5: Vocabulary Dice 11.6: Merge and Fork
<b>Ongoing</b>	<a href="#">Unit 12- Strategies to Comprehend Concepts</a>	12.1: Synthesizing 12.2: Questioning
<b>Ongoing</b>	<a href="#">Unit 13- Thinking Maps to Organize and Remember</a>	13.1: Circle Map 13.2: Bubble Map 13.3: Double Bubble Map 13.4: Tree Map 13.5: Flow Map 13.6: Multi-Flow Map 13.7: Brace Map 13.8: Analogy or Bridge Map 13.9: Multiple Features Map

### Essential Understandings

How does sociology apply to my life?

How can I use sociology to explain events in society?

How do the theoretical perspectives of Sociology apply to events in society?

### Materials and Resources

Textbook

Notebook

Folder

Pen/Pencil

Other Provided/Or by request

## UNIT 1: Introduction to Sociology

**Duration of Unit: 5 Day(s)**

**Description of Unit:** Students will describe how to use a sociological imagination as a tool to look past the literal meaning of ordinary objects and apply them to a global perspective of the world. This will be done by interlinking the many disciplines inside social studies.

**Academic Vocabulary:** sociology, social interaction, phenomenon, sociological imagination, social sciences, anthropology, psychology, social psychology, economics, political science, history

**Essential Questions and/or Enduring Understandings:**

1.1: Sociology as a Discipline

1.2: Sociology Imagination

ESSENTIAL Standards	Topics	Learning Targets
	<b>1.1</b>	Students will identify the disciplines under the umbrella of the social sciences, define all disciplines and identify how they are connected but different using sociology as the standard.
	<b>1.2</b>	Students will describe the Sociological point of view.
NICE TO KNOW Standards		Learning Targets

## UNIT 2: Tracing the Origins of Sociology and Modern Day Application

**Duration of Unit: 6 Day(s)**

**Description of Unit:** In this unit students will follow how early explanations of societal development transformed into a modern day discipline. This will be done by looking at the works of many prominent sociologists.

**Academic Vocabulary:** Auguste Comte, Karl Marx, Herbert Spencer, Social Darwinism, Emile Durkheim, function, Max Weber, Verstehen, ideal type, theory, theoretical perspective, functionalist perspective, dysfunction, manifest function, latent function, conflict perspective, Interactionist perspective, symbol, symbolic interaction

**Essential Questions and/or Enduring Understandings:**

2.1: Development of Sociology

2.2: Theoretical Perspectives

2.3: Theoretical Perspective and Modern Day Use

ESSENTIAL Standards	Topics	Learning Targets
	2.1	Students will identify the origins of early sociologists and how they came to their theoretical perspectives.
	2.2	Students will be able to explain the basic principles of the conflict perspective.
		Students will be able to explain the basic principles of the functional perspective.
		Students will explain the basic principles of the symbolic interaction perspective.
		Students will identify the major theoretical perspectives.
	2.3	Students will compare and contrast the three main theoretical perspectives in modern sociology.
NICE TO KNOW Standards		Learning Targets

## UNIT 3: The Cultural World

**Duration of Unit: 5 Day(s)**

**Description of Unit:** Students in this unit will learn what culture means to a sociologist. Time will be spent looking at the five components of culture and comparing and contrasting these components amongst different societies.

**Academic Vocabulary:** culture, material culture, nonmaterial culture, symbols, language, values, norms, folkways, mores, laws, culture trait, culture complex, culture pattern, cultural universals, Arapesh, Mundugumor, Ethnocentrism, cultural relativism, subculture, counterculture

**Essential Questions and/or Enduring Understandings:**

3.1: Components of Culture

3.2: Cultural Universals and Cultural Variations

ESSENTIAL Standards	Topics	Learning Targets
	<b>3.1</b>	Students will define and comprehend the five basic components of culture.
		Students will recognize how sociologists distinguish between the terms culture and society.
	<b>3.2</b>	Students will apply the ideas of cultural relativism and ethnocentrism into the modern world.
		Students will examine the many cultural universals and cultural variations inside the world.
NICE TO KNOW Standards		Learning Targets

## UNIT 4: Cultural Conformity and Adaptation

**Duration of Unit: 5 Day(s)**

**Description of Unit:** Students will examine that humans, unlike other animals, are not completely controlled by natural instincts inside this unit. They will interpret that humans are able to adapt to and change their environment. An emphasis will be placed upon the fact that culture arises from attempts by people to deal with their environment.

**Academic Vocabulary:** personal achievement, work, morality and humanitarianism, efficiency and practicality, progress and material comfort, equality and democracy, freedom, self fulfillment, narcissism, internationalism, sanctions, positive sanctions, negative sanctions, formal sanctions, informal sanctions, social control, values and beliefs, ideology, social movement, technology, discovery, invention, population, diffusion, assimilation, ethnocentrism, cultural lag, vested interest

**Essential Questions and/or Enduring Understandings:**

4.1: Values and Beliefs

4.2: Social Control

4.3: The Maintaining and Changing of Culture

ESSENTIAL Standards	Topics	Learning Targets
	4.1	Students will examine the ideology of the American value system
		Students will observe and evaluate values and beliefs of groups in society.
	4.2	Students will examine the forms of social control and be able to determine which they feel is most effective.
	4.3	Students will examine different types of social movements.
		Students will look at different examples of cultural lag, cultural lead, and cultural survivals inside today's society.
NICE TO KNOW Standards		Learning Targets

**UNIT 5: Social Structure****Duration of Unit: 7 Day(s)**

**Description of Unit:** In this unit students will examine the patterns of human interaction within social systems, social institutions, and other entities. Students will comprehend how institutions and groups are formed and maintained, as well as how people are separated by certain forms of strata.

**Academic Vocabulary:** social structure, status, ascribed status, achieved status, master status, reciprocal roles, role expectations, role performance, role set, role conflict, role strain, social institution, aggregate, social category, dyad, triad, primary group, secondary group, reference group, social network, in group, out group, division of labor, pre industrialized society, industrial society, post industrial society, hunting and gathering,

pastoral society, horticultural society, agricultural society, industrial society, urbanization, mechanical solidarity, Gemeinschaft, Gesellschaft, reciprocity, exchange theory, conflict, cooperation, accomodation

**Essential Questions and/or Enduring Understandings:**

5.1: The Building Blocks

5.2: The Structure of Groups and Society

5.3: Social Interaction and Formal Organization

ESSENTIAL Standards	Topics	Learning Targets
	<b>5.1</b>	Students will explain the key concepts of statuses and roles.
	<b>5.2</b>	Students will examine human interaction within the context of groups and society.
	<b>5.3</b>	Students will develop an understanding how a large complex secondary group establishes as a formal organization.
		Students will examine the five different forms of social interaction.
NICE TO KNOW Standards		Learning Targets

## UNIT 6: Scientific Research

**Duration of Unit: 5 Day(s)**

**Description of Unit:** The purpose of this unit is to show how the scientific research used in other disciplines can be modified to deal with human studies, and how sociologists scientifically research their area of expertise.

**Academic Vocabulary:** survey, population, sample, representative sample, questionnaire, interview, closed-ended questions, open-ended questions, secondary analysis, field research, case study, participant observation, causation, multiple causation, variable, correlation, scientific method, hypothesis

**Essential Questions and/or Enduring Understandings:**

6.1: Scientific Method in Social Studies  
 6.2: Scientific Method in Sociology

ESSENTIAL Standards	Topics	Learning Targets
	6.1	Students will understand the process of the scientific method.
	6.2	Students will adapt the steps of the scientific method to apply to a sociological study.
NICE TO KNOW Standards		Learning Targets

## UNIT 7: Socializing the Individual

**Duration of Unit: 5 Day(s)**

**Description of Unit:** This unit examines how socialization is an interactive process through which individuals learn the basic skills, values, beliefs, and behavior patterns in society.

**Academic Vocabulary:** heredity, instinct, sociobiology, birth order, parental characteristics, aptitude, Isolation, Institutionalization, socialization, Tabula Rasa, Looking glass self, role-taking, significant others, generalized other, agents of socialization, peer groups, mass media, total institution, resocialization

**Essential Questions and/or Enduring Understandings:**

7.1: Development of Personality

7.2: Agents and Processes of Socialization

ESSENTIAL Standards	Topics	Learning Targets
	7.1	Students will examine the various perspectives on socialization and how each explains the development of behavior and personality



	<b>7.2</b>	Students will be able to identify agents of desocialization and resocialization, as well as, their role in maintaining social order.
		Students will examine and define the role the family plays in the socialization process.
<b>NICE TO KNOW Standards</b>		<b>Learning Targets</b>

## UNIT 8: Criminology

**Duration of Unit: 7 Day(s)**

**Description of Unit:** Criminology is the scientific study of crime as an individual and social phenomenon. In this unit students will become criminologists. Students will conduct criminological research and explore the incidence and forms of crime, as well as, its causes and consequences.

**Academic Vocabulary:** deviance, stigma, clarifying norms, cultural transmission theory, differential association, structural strain theory, anomie, innovation, conformity, ritualism, retreatism, rebellion, control theory, conflict theory, labeling theory, primary deviance, secondary deviance, violent crime, crime against property, victimless crime, white collar crime, crime syndicate, plea bargaining, corrections, retribution, deterrence, rehabilitation, social protection, recidivism, juvenile justice system

**Essential Questions and/or Enduring Understandings:**

8.1: Social Control and Deviance

8.2: Crime and Research

<b>ESSENTIAL Standards</b>	<b>Topics</b>	<b>Learning Targets</b>
	<b>8.1</b>	Students will describe the ways in which society encourages conformity to norms in order to maintain social control.
		Students will examine behavior that departs from societal or group norms which is referred to as deviance.
	<b>8.2</b>	Students will examine and be able to classify various crimes.

		Students will identify trends in crimes and criminal behavior.
<b>NICE TO KNOW Standards</b>		<b>Learning Targets</b>

## UNIT 9: Information and Technology Integration

**Duration of Unit: Ongoing**

**Description of Unit:** Technology used throughout the course.

**Essential Questions and/or Enduring Understandings:**  
 9.1: Information  
 9.2: Technology

<b>ESSENTIAL Standards</b>	<b>Topics</b>	<b>Learning Targets</b>
	<b>9.1</b>	Students will interact with and present information for a variety of reasons and audiences.
	<b>9.2</b>	Students will practice and apply skills related to technology.
<b>NICE TO KNOW Standards</b>		<b>Learning Targets</b>

## UNIT 10: Information and Technology Integration

**Duration of Unit: Ongoing**

**Description of Unit:** When students read in the content areas they interact with the text before, during, and after reading. Reading strategies draw on the different approaches that good readers use to read actual text in their classrooms. These strategies include making connections, questioning, inferring, determining importance, visualizing, synthesizing, and monitoring for meaning. When students have numerous opportunities to write about content, they feel more connected and through practice, feedback formative assessment can apply a new and existing schema to their writing.

**Essential Questions and/or Enduring Understandings:**

10.1: Content Reading Applications

10.2: Writing Application

10.3: Speaking and Presentation

ESSENTIAL Standards	Topics	Learning Targets
	<b>10.1</b>	Students will apply reading and language skills in Sociology.
	<b>10.2</b>	Students will apply the Six Trait writing model.
	<b>10.3</b>	Students will be active listeners and respond appropriately.
		Students will give presentations in a variety of situations.
		Students will participate in discussions.
NICE TO KNOW Standards		Learning Targets

## UNIT 11: Strategies to Build One's Own Vocabulary

**Duration of Unit: Ongoing**

**Description of Unit:** These are strategies for the students. As students gain control of these vocabulary tools they will be able to increase vocabulary proficiency as they gain new knowledge and manipulate content.

**Essential Questions and/or Enduring Understandings:**

11.1: Logging With Words and Images

11.2: Chaos to Categories

11.3: Rate and Log

11.4: Pencil to Publish

11.5: Vocabulary Dice

11.6: Merge and Fork

ESSENTIAL Standards	Topics	Learning Targets
	<b>11.1</b>	Students will record important concepts and continually evaluate their own understanding of content.
	<b>11.2</b>	Students will develop thinking about relationships between concepts and solidify their understandings.
	<b>11.3</b>	Students will explain ever-changing understandings and reshape schema.
	<b>11.4</b>	Students will connect new knowledge to make meaning and think ahead while reading.
	<b>11.5</b>	Students will develop relationships between concepts.
	<b>11.6</b>	Students will complete the vocabulary tool by comparing and recording similarities and differences.
NICE TO KNOW Standards		Learning Targets

## UNIT 12: Strategies to Comprehend Concepts

**Duration of Unit: Ongoing**

**Essential Questions and/or Enduring Understandings:**

12.1: Synthesizing

12.2: Questioning

ESSENTIAL Standards	Topics	Learning Targets
	<b>12.1</b>	Students will show ownership of I Remember strategy.
		Students will show ownership of Rank Ordering strategy.
		Students will show ownership of RCRR strategy
		Students will show ownership of the Key Word strategy
	<b>12.2</b>	Students will show ownership of the I Wonder strategy.
		Students will show ownership of First Thoughts and Revised Questions strategy
		Students will show ownership of Questions Searching For Answers strategy
		Students will show ownership of Two Page Note Taking strategy
NICE TO KNOW Standards		Learning Targets

## UNIT 13: Thinking Maps to Organize and Remember

**Duration of Unit: Ongoing**

**Description of Unit:** As students manipulate content in a Thinking Map they gain awareness and increased understanding of the content area concepts.

**Essential Questions and/or Enduring Understandings:**

- 13.1: Circle Map
- 13.2: Bubble Map
- 13.3: Double Bubble Map
- 13.4: Tree Map
- 13.5: Flow Map
- 13.6: Multi-Flow Map
- 13.7: Brace Map
- 13.8: Analogy or Bridge Map
- 13.9: Multiple Features Map

ESSENTIAL Standards	Topics	Learning Targets
	<b>13.1</b>	Students will generate relevant information or seek context using a circle map.
	<b>13.2</b>	Students will organize attributes, traits, properties or descriptions with a bubble map.
	<b>13.3</b>	Students will compare and contrast using a double bubble map.
	<b>13.4</b>	Students will construct a Tree Map to classify or sort main ideas from details.
	<b>13.5</b>	Students will organize sequences, develop timelines and show chronological order.
	<b>13.6</b>	Students will organize cause and effect information and make predictions.
	<b>13.7</b>	Students will organize information for technical writing.

		Students will organize information from whole to part.
		Students will recognize physical relationships of an object.
	<b>13.8</b>	Students will compare and reason analogies.
		Students will solve analogies.
	<b>13.9</b>	Students will classify multiple sources of information.
		Students will organize information by attributes, traits or properties.
<b>NICE TO KNOW Standards</b>		<b>Learning Targets</b>

