



Greenwich Public Schools Curriculum Overview

Introduction to Sociology

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description

Introduction to Sociology and Its Applications is an examination of human society and the social forces that shape people's lives in the United States. After an introductory unit on the basic principles of the discipline, the roles of race, gender, and socio-economic class on groups and individuals are explored. Using case studies drawn from history and current events, students analyze the factors and perspectives that continue to shape our society, including prejudice, discrimination and stereotyping.

Unit Pacing Guide

- Unit 1 - Foundations of Sociology (approximately 3-5 classes)
- Unit 2 - Culture (approximately 14-17 classes)
- Unit 3 - Race and Ethnicity (approximately 14-17 classes)
- Unit 4 - Social Class (approximately 14-17 classes)
- Unit 5 - Gender (approximately 14-17 classes)

Enduring Understandings for the Course

- Individuals are both products and shapers of society.
- Individuals' life experiences and opportunities are impacted by the social constructs of culture, race, gender, and social class.

Culture Understandings:

- To what extent does culture impact the individual and society?
 - How does culture impact groups and individuals?
 - Why do some individuals conform to societal norms while others do not?
 - How does deviant behavior affect the perpetuation of the status quo?

Race and Ethnicity Enduring Understandings:

- To what extent does race and ethnicity impact the individual and society?
 - To what extent does racism challenge American values such as freedom, equality, and opportunity?
 - How are individuals' life experiences and perspective impacted by race and/or ethnicity?

Social Class Enduring Understandings:

- To what extent does social class impact the individual and society?
 - To what extent does social class impact the experience and the perspective of the individual?
 - How do sociologists explain social class through the sociological imagination, functionalism, conflict theory, and symbolic interactionism?
 - To what extent does social class impact individuals' life chances and perspective?
 - To what extent is America a meritocracy?

Gender Inequality Enduring Understandings:

- To what extent does gender impact the individual and society?
 - How do sociologists explain gender through the sociological imagination, functionalism, conflict theory, and symbolic interactionism?
 - How does gender impact the individual and society?

Standards

Connecticut Social Studies Framework, adopted February 2015 (pg. 120 - 127)

Change, Continuity, and Context

- HIST 9-12.1 – Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts
- HIST 9-12.2 – Analyze change and continuity in historical eras
- HIST 9-12.3 – Use questions generated by individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context

Perspectives

- HIST 9-12.4 – Analyze complex and interacting factors that influenced the perspectives of people during different historical eras
- HIST 9-12.5 – Analyze how historical contexts shaped and continue to shape people's perspectives
- HIST 9-12.6 – Analyze the ways in which the perspectives of those writing history shaped the history that they produced
- HIST 9-12.7 – Explain how the perspectives of people in the present shape interpretations of the past

Causation and Argumentation

- HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.

Human Environment Interaction: Place, Regions, and Culture

- GEO 9-12.4 – Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions

Economic Decision-Making

- ECO 9-12.1 – Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups

Civic and Political Institutions

- CIV 9-12.1 – Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

- CIV 9-12.2 – Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles
- CIV 9-12.3 – Analyze the impact and the appropriate roles of personal interest and perspectives on the application of civic virtues and enact democratic principles

Processes, Rules, and Laws

- CIV 9-12.6 – Evaluate public policies in terms of intended and unintended outcomes, and related consequences
- CIV 9-12.7 – Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights

Common Core Standards for Writing for Literacy in History/Social Studies 11-12:

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

College, Career, and Civic Life (C3) Framework from The National Council for the Social Studies

Dimension 1: Developing Questions and Planning Inquiry

D1.1.9-12 Explain how a question reflects an enduring issue in the field

D1.2.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

Dimension 2: Applying Disciplinary Concepts and Tools

D2.Civ.12.9-12. Analyze how people use and challenge local, state, national and international laws to address a variety of public issues.

D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.

D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

Dimension 3: Evaluating Sources and Using Evidence

D3.1.9-12. 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.

Dimension 4: Communicating Conclusions and Taking Informed Action

D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g. cause and effect, chronological, procedural, technical).

Assessments

- Potential Assessment Formats:
 - Argument style essay in response to unit essential question(s).
 - PowerPoint Presentation– Students will use visual components to create informative and/or claim-based presentations.
 - Political Cartoon – Students will create a satire of a sociological issue.
 - Dialogue – Students will create a discourse between various historical or current sociological perspectives.
 - Graded Discussion – Students will research, present, and defend a point-of-view in various discussion styles (debate, simulation, mock trial, etc).
 - Research Assignment – Students will use various academic sources to understand and evaluate historical events, sociological issues, and current events.
 - Unit Test – Students will apply their knowledge of the unit content to respond to multiple choice and short answer questions, as well as an essay question.
 - Current Events Portfolio- Students will read current news articles pertaining to unit content and prepare written responses that summarize, analyze, and evaluate the sociological issue at hand.
 - Self-Assessment and Reflection:
 - In-class journal in order to respond to assigned writing prompts, express their ideas, become informed of their peers' ideas, and challenge their thinking.
 - Reflection about changes in their own thinking throughout the course and will be encouraged to become conscious of how their opinions are formed, influenced, and/or changed.
 - Self-assessment on selected class assignments through written responses, reviewing assignment rubrics, and conferencing with the teacher.
 - Self-assessments on student contributions to the class environment using course rubrics for engagement and productivity.
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Suggested Resources

- Foundations of Sociology
 - [What is Sociology?](#)
 - [Sociological Imagination](#)
 - [Sociological Imagination](#)
 - [Theoretical Perspectives](#)
- Culture
 - [“American Values” essay by Robin Williams](#)
 - [“Body Rituals among the Nacirema” essay by Horace Miner](#)
 - [“Growing Up Saudi” article from the NY Times Upfront Magazine](#)
 - [“Culture in Action” article from the American Sociological Association](#)
 - [“Born Good?” video from CBS 60 Minutes](#)

- [“20 Statements” exercise from the American Sociological Association](#)
- [Secrets of the Wild Child documentary from the American Sociological Association](#)
- [Breaking a social norm experiment from the American Sociological Association](#)
- Race and Ethnicity
 - [Can We Talk?](#)
 - [The History of Race and Why it Matters](#)
 - [Martin Luther King, Jr.'s “I Have A Dream” Speech](#)
 - [“A Class Divided” from PBS](#)
 - ["Brave Hearts: The Little Rock Nine," from Life Magazine](#)
 - [Harvard University's Implicit Association Test \(Project Implicit\)](#)
 - [Study: Stereotypes Drive Perceptions of Race," from NPR](#)
 - ["White Privilege," by Peggy McIntosh](#)
 - [On Racism and White Privilege](#)
 - [Attacking Affirmative Action from PBS](#)
 - Supreme Court and Affirmative Action
 - [2014 Case](#)
 - [2016 Case](#)
 - [2022 Case](#)
 - ["Law on Racial Diversity Stirs Greenwich Schools," from The New York Times, 2013](#)
 - ["In Greenwich, Connecticut, Schools Grapple With Questions of Race, Wall Street Journal, 2013](#)
 - [A CT law requires racial balance in public schools. Why are some suburban districts segregated anyway?](#)
- Social Class
 - [Nickel and Dimed by Barbara Ehrenreich](#)
 - [Facing Up to the American Dream](#)
 - ["Harder for Americans to Rise From Lower Rungs," from The New York Times, 2012](#)
 - [Waging a Living documentary from PBS](#)
 - [“Living Wage Calculator,” by MIT](#)
 - [The Great Recession: “The Industries Where Workers Quit the Most” in WaPo](#)
 - ["State Minimum Wages," from the National Conference of State Legislatures](#)
 - ["Supplemental Nutrition Assistance Program," SNAP](#)
 - ["The One Percent," documentary by Jamie Johnson](#)
 - ["Born Rich," documentary by Jamie Johnson](#)

- Gender

- [Night to His Day](#)
- ["J.Crew Ad With Boy's Pink Toenails Creates Stir," from ABC News, 2011](#)
- ["Girl's rant targets gender roles, toys," from CNN, 2011](#)
- ["What Mad Men says about women," The Guardian, 2013](#)
- ["Exposing Gender Stereotypes" from Canada's Centre for Digital and Media Literacy](#)
- [Judge throws out \\$4 million verdict in transgender Blue Springs graduate's discrimination case \(includes 5 minute video on case\)](#)
- [Gender role socialization experiment from the American Sociological Association](#)
- ["Gender Data Portal" from The World Bank](#)
- ["The Geography of the Gender Pay Gap," from Forbes, 2013](#)
- [The Gay Rights Movement from History.com](#)
- ["Obama views on same-sex marriage reflects social shifts" from CNN, 2013](#)