

GRADE LEVEL: ELEVENTH/TWELFTH

SUBJECT: SOCIOLOGY

DATE: 2016-2017

MONTH/GRADING PERIOD: QUARTER 1

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
FOUNDATIONS OF SOCIOLOGY AS A SOCIAL SCIENCE					
History of Sociology <ul style="list-style-type: none"> • Sociology <ul style="list-style-type: none"> – History – Development 	S 1.1: Define sociology and trace its development as a distinct discipline.	<ul style="list-style-type: none"> • Define Sociology. • Trace the development of sociology as a discipline. 	<ul style="list-style-type: none"> • Chapter 1 Quiz • Coat of Arms 	<ul style="list-style-type: none"> • Sociology • Perspective • Sociological Imagination 	CRITICAL
<ul style="list-style-type: none"> • Key Figures <ul style="list-style-type: none"> – August Comte – Harriet Martineau – Herbert Spencer – Karl Marx – Emile Durkheim – Max Weber – Jane Addams 	S 1.2: Identify key figures in the development of the discipline of sociology.	<ul style="list-style-type: none"> • Identify key figures in the development of sociology. 	<ul style="list-style-type: none"> • Origins Graphic Organizer • Role of Influence 	<ul style="list-style-type: none"> • Positivism • Social Statics • Social Dynamics • Bourgeoisie • Capitalist • Proletariat • Class Conflict • Mechanical Solidarity • Organic Solidarity • Verstehen • Rationalization 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	<p>S 1.3: Illustrate the relationship of sociology to the other social science disciplines, including history, economics, psychology, political science.</p>	<ul style="list-style-type: none"> • Illustrate the relationship of sociology to other social disciplines. <ul style="list-style-type: none"> – History – Economics – Psychology – Political Science 			CRITICAL
<ul style="list-style-type: none"> • Major Perspectives <ul style="list-style-type: none"> – Functionalism – Conflict Perspective – Symbolic Interactionism 	<p>S.1.4: Explain the major theoretical perspectives (paradigms) common to sociology including structural functional; symbolic interaction; and conflict theory. Identify key theorists with each. Recognize how each perspective sheds light on human social behavior.</p>	<ul style="list-style-type: none"> • Explain the three major theoretical perspectives. <ul style="list-style-type: none"> – Structural Functional – Symbolic Interaction – Conflict Theory • Identify key theorists that belong in each perspective. • Recognize how the perspectives provides insight into social behavior in humans. 	<ul style="list-style-type: none"> • Perspectives Graphic Organizer 	<ul style="list-style-type: none"> • Theoretical Perspective • Functionalism • Manifest Functions • Latent Functions • Dysfunction • Conflict Perspective • Power • Symbol • Symbolic Interactionism • Dramaturgy 	CRITICAL
<ul style="list-style-type: none"> • Scientific Method 	<p>S 1.5: Describe how observations become generalizations which become theories through replication with the use of the scientific method.</p>	<ul style="list-style-type: none"> • Describe how the scientific method is used by Sociologists. 	<ul style="list-style-type: none"> • Chapter 2 Quiz 	<ul style="list-style-type: none"> • Quantitative Data • Qualitative Data 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Research Methods 	<p>S.1.6: Identify the research methods commonly used by sociologists including survey research, content/historical analysis, secondary analysis, laboratory method, observation, participant observation, case study. Explain the strengths and weaknesses of each.</p>	<ul style="list-style-type: none"> • Identify what research methods are used by Sociologists. <ul style="list-style-type: none"> – Survey Research – Content/Historical Analysis – Secondary Analysis – Laboratory Method – Observation – Participant Observation – Case Study • Explain the strengths and weaknesses of each research method. 		<ul style="list-style-type: none"> • Survey • Population • Sample • Representative Sample • Questionnaire • Interview • Closed-Ended Questions • Open-Ended Questions • Secondary Analysis • Field Research • Case Study • Participant Observation 	CRITICAL
	<p>S.1.7: Distinguish fact from opinion in data sources to analyze various points of view about a social issue.</p>	<ul style="list-style-type: none"> • Distinguish fact from opinion in Sociological Data. • Analyze points of view about a social issue. 	<ul style="list-style-type: none"> • Case Study 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Research Design <ul style="list-style-type: none"> – Scientific Method – Hypothesis – Data Collection – Interpretation – Conclusions 	<p>S 1.8: Develop a research design applying appropriate methodology, and use of the scientific method as it applies to social scientific research; include the development of a hypothesis, data collection, data interpretation, and drawing conclusions.</p>	<ul style="list-style-type: none"> • Develop research topic and apply Sociological methods using the scientific method. • Apply the scientific method to social scientific research. <ul style="list-style-type: none"> – Development of a hypothesis – Data Collection – Data Interpretation – Drawing Conclusions 	<ul style="list-style-type: none"> • Research Study • Development Project 	<ul style="list-style-type: none"> • Scientific Method • Hypothesis 	IMPORTANT
	<p>S.1.9: Prepare original written and oral reports and presentations on specific events, people or historical eras as related to sociological research.</p>	<ul style="list-style-type: none"> • Prepare original written and oral reports and presentations on specific sociological research. <ul style="list-style-type: none"> – Sociological event – Person – Historical era. 	<ul style="list-style-type: none"> • Presentation • Paper • PowerPoint Project 		IMPORTANT
CULTURE					
<p>The influence of culture on the individual and the way cultural transmission is accomplished.</p> <ul style="list-style-type: none"> • Culture <ul style="list-style-type: none"> – Material – Non-Material 	<p>S 2.1: Define culture as a human survival strategy; Identify the material and non-material components of culture.</p>	<ul style="list-style-type: none"> • Define Culture as a human survival strategy. • Identify the difference between Material Culture and Non-Material Culture. 	<ul style="list-style-type: none"> • Chapter 3 Quiz • Culture in Your Town 	<ul style="list-style-type: none"> • Culture • Material Culture • Non-Material Culture • Beliefs • Ideal Culture • Real Culture • Symbols 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Culture Concepts 	S.2.2: Explain the differences between the concepts: culture and society.	<ul style="list-style-type: none"> • Explain the differences between Culture and Society 	<ul style="list-style-type: none"> • Importance of language • Anglo-sayings • Power of gestures 	<ul style="list-style-type: none"> • Society • Discovery • Invention • Diffusion 	CRITICAL
<ul style="list-style-type: none"> • Nature vs. Nurture • Human Social Behavior 	S 2.3: Identify and apply elements of nature vs. nurture in explaining human social behavior.	<ul style="list-style-type: none"> • Identify how elements of the nature vs. nurture debate can explain human social behavior. • Apply elements of nature vs. nurture in explaining human social behavior. 		<ul style="list-style-type: none"> • Instincts • Reflex • Drive • Sociobiology 	IMPORTANT
<ul style="list-style-type: none"> • American Cultural Values 	S 2.4: Identify American cultural values; explain how the U.S. is a heterogeneous society.	<ul style="list-style-type: none"> • Identify American Cultural Values. • Explain how the U.S. is a heterogeneous society. 	<ul style="list-style-type: none"> • American Values Graphic Organizer 	<ul style="list-style-type: none"> • Value 	IMPORTANT
<ul style="list-style-type: none"> • Culture Conflict • Cultural Similarity • Cultural Diversity 	S.2.5: Identify culture conflict, cultural similarity, cultural diversity.	<ul style="list-style-type: none"> • Identify the following terms: <ul style="list-style-type: none"> – Culture conflict. – Cultural similarity – Cultural diversity 	<ul style="list-style-type: none"> • Review Hypothesis of Linguistic Relativity 	<ul style="list-style-type: none"> • Social Categories • Ethnocentrism • Cultural Universals • Cultural Particulars 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Norms • Values in Society 	<p>S.2.6: Explain the relationship between norms and values; explain how norms develop and change in a society; distinguish between <i>folkways</i> and <i>mores</i>.</p>	<ul style="list-style-type: none"> • Explain the relationship between norms and values. • Explain how norms develop in a society. • Explain how norms change in a society. • Distinguish between <i>folkways</i> and <i>mores</i>. 	<ul style="list-style-type: none"> • Folkway Project 	<ul style="list-style-type: none"> • Norms • Folkways • Mores • Taboo • Law • Sanctions • Formal Sanctions • Informal Sanctions 	CRITICAL
<ul style="list-style-type: none"> • Subcultures in the United States 	<p>S 2.7: Define and explore the defining characteristics of subcultures in the United States.</p>	<ul style="list-style-type: none"> • Determine the characteristics of subcultures in the United States. 		<ul style="list-style-type: none"> • Subculture • Counterculture 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Types of Societies <ul style="list-style-type: none"> – Hunting and Gathering – Agrarian – Industrial – Post-Industrial 	<p>S.2.8: Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.</p>	<ul style="list-style-type: none"> • Compare and contrast the different types of societies. <ul style="list-style-type: none"> – Hunting and gathering – Agrarian – Industrial – Post-industrial 	<ul style="list-style-type: none"> • Society Case Study • Chapter 5 quiz 	<ul style="list-style-type: none"> • Hunting and Gathering Society • Horticultural Society • Pastoral Society • Agricultural Society • Industrial Society • Mechanization • Urbanization • Gemeinschaft • Gesellschaft • Social Solidarity • Mechanical Solidarity • Organic Solidarity • Post-Industrial Society 	CRITICAL
	<p>S.2.9: Prepare original written and oral reports and presentations on specific events, people or historical eras as related to sociological research.</p>	<ul style="list-style-type: none"> • Prepare written and oral reports on a specific Sociological event, person, or historical era. 	<ul style="list-style-type: none"> • Presentation, Paper, or PowerPoint Project 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	S.2.10: Identify both rights and responsibilities the individual has to the group.	<ul style="list-style-type: none"> Identify the rights the individual has to the group. Identify the responsibilities the individual has to the group. 			IMPORTANT
<ul style="list-style-type: none"> Theorists view of Culture <ul style="list-style-type: none"> – Functionalist – Symbolic Interactionist – Conflict Theorist 	S.2.11: Explain how functionalists, interactionists, and conflict theorists differ in their view culture.	<ul style="list-style-type: none"> Explain how theorists differ in their view of culture. <ul style="list-style-type: none"> – Functionalist – Symbolic Interactionist – Conflict Theorists 			CRITICAL
SOCIALIZATION					
Examine the lifelong process by which people develop their potential and learn culture.	S.3.1: Define socialization as a process unique to humans that takes place from birth to death, and how it changes through the life cycle.	<ul style="list-style-type: none"> Define socialization in humans throughout their lifetimes. Explain how socialization changes through the life cycle. 	<ul style="list-style-type: none"> Chapter 4 quiz Case studies Feral children study 	<ul style="list-style-type: none"> Socialization 	CRITICAL
<ul style="list-style-type: none"> Self-Concept Symbolic Interactionist Perspective 	S.3.2: Explain how the self-concept is formed (from the interactionist perspective).	<ul style="list-style-type: none"> Explain how the self-concept is formed (from the interactionist perspective). 	<ul style="list-style-type: none"> Truman Show analysis 	<ul style="list-style-type: none"> Self-Concept Looking-glass self Significant others 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Cultural Transmission 	<p>S.3.3: Explain how human capacity for extensive symbolic communication allows for socialization and cultural transmission.</p>	<ul style="list-style-type: none"> • Explain how human capacity for extensive symbolic communication allows for socialization. • Explain how human capacity for extensive symbolic communication allows for cultural transmission. 		<ul style="list-style-type: none"> • Role taking • Imitation Stage • Play Stage • Game Stage • Generalized other 	CRITICAL
<ul style="list-style-type: none"> • Self-Concept <ul style="list-style-type: none"> – Imitation Stage – Play Stage – Game Stage 	<p>S.3.4: Explore the contributions of George Herbert Mead and Charles Horton Cooley (as well as Freud and Piaget) to the development of theories of self-concept.</p>	<ul style="list-style-type: none"> • Explore the contributions of George Herbert Mead to the development of theories of self-concept. • Explore the contributions of Charles Horton Cooley to the development of theories of self-concept. • Explore the contributions of Freud and Piaget to the development of theories of self-concept. 		<ul style="list-style-type: none"> • Self-Concept • Looking-glass self • Significant others 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Cultural Transmission <ul style="list-style-type: none"> – Values Inculcation – Self-Control – Social Control – Appropriate Role Behavior – Skills Attainment 	<p>S.3.5: Identify the goals of socialization (transmission of culture including values inculcation, self-control and social control, appropriate role behavior, skills attainment).</p>	<ul style="list-style-type: none"> • Identify the goals of socialization. • Identify transmission of culture. <ul style="list-style-type: none"> – Values inculcation – Self-control and social control – Appropriate role behavior – Skills attainment 		<ul style="list-style-type: none"> • Cultural Transmission 	IMPORTANT
<ul style="list-style-type: none"> • Agents of Socialization <ul style="list-style-type: none"> – Family – Play Group – Peer Group – School – Mass Media – Job – Religion – Total Institutions – Re-socialization 	<p>S.3.6: Identify the major agents of socialization and evaluate the role each plays (family, play group, peer group, school, mass media, job, religion, total institutions – re-socialization, and others).</p>	<ul style="list-style-type: none"> • Identify the major agents of socialization. <ul style="list-style-type: none"> – Family – Play group – Peer group – School – Mass media – Job – Religion – Total Institutions – Re-socialization • Evaluate the role that each agent of socialization plays. 		<ul style="list-style-type: none"> • Hidden curriculum • Peer group • Mass media • Total institution • Desocialization • Resocialization • Anticipatory socialization • Reference group 	CRITICAL
<ul style="list-style-type: none"> • Rites of Passage 	<p>S.3.7: Discuss how societies recognize rites of passage.</p>	<ul style="list-style-type: none"> • Discuss how societies recognize rites of passage. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
SOCIOLOGY OF GROUPS					
<p>The nature and functions of groups, both primary and secondary.</p> <ul style="list-style-type: none"> • Factors influencing group formation. • The impact of social groups on individual and group behavior. <ul style="list-style-type: none"> – Group – Social Category – Social Aggregate 	<p>S.6.1: Sociologically define <i>social group</i> and distinguish groups from crowds, aggregates, etc.</p>	<ul style="list-style-type: none"> • Define social group • Distinguish groups from crowds, aggregates, etc. 	<ul style="list-style-type: none"> • Chapter 6 quiz 	<ul style="list-style-type: none"> • Group • Social category • Social aggregate 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Primary Group • Secondary Group 	<p>S.6.2: Distinguish between <i>primary groups</i> and <i>secondary groups</i> with examples of each.</p>	<ul style="list-style-type: none"> • Distinguish between primary groups and secondary groups. • Give examples of both primary and secondary groups. 	<ul style="list-style-type: none"> • In-class experiment: Primary vs. Secondary group 	<ul style="list-style-type: none"> • Primary group • Primary relationship • Secondary group • Secondary relationship • Reference Group • In-Group • Out-Group • Social Network 	CRITICAL
<ul style="list-style-type: none"> • Group Formation Reasons <ul style="list-style-type: none"> – Instrumental Needs – Expressive Needs 	<p>S.6.3: Explore reasons for group formation; distinguish <i>instrumental</i> from <i>expressive</i> needs.</p>	<ul style="list-style-type: none"> • Explore reasons for group formation. • Distinguish between different types of needs: <ul style="list-style-type: none"> – Instrumental – Expressive 		<ul style="list-style-type: none"> • Instrumental needs • Expressive needs 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Functions of Groups <ul style="list-style-type: none"> – Individual – Society 	<p>S.6.4: Outline and illustrate the functions of groups both for individual group members and for society.</p>	<ul style="list-style-type: none"> • Outline and illustrate the functions of groups both for individual group members and for society. <ul style="list-style-type: none"> • Outline the functions of groups both for individual group members and for society. • Illustrate the functions of groups both for individual group members and for society. 			IMPORTANT
<ul style="list-style-type: none"> • Importance of Group Change <ul style="list-style-type: none"> – Primary – Secondary 	<p>S.6.5: Explain how the importance of primary and secondary groups have changed over time, particularly in relation to pre-industrial and industrial society.</p>	<ul style="list-style-type: none"> • Explain how the importance of primary and secondary groups have changed over time. <ul style="list-style-type: none"> – Pre-industrial society – Industrial society. 		<ul style="list-style-type: none"> • Mechanical Solidarity • Organic Solidarity • Rationalization 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Group Leadership Styles <ul style="list-style-type: none"> Authoritarian Democratic Laizzez-faire 	S.6.6: Describe group leadership styles (authoritarian, democratic, laissez-faire) and the functions of each style.	<ul style="list-style-type: none"> Describe group leadership styles and the function of each. <ul style="list-style-type: none"> Authoritarian Democratic Laissez-faire 	<ul style="list-style-type: none"> Chapter 13 Quiz Chapter 6 Quiz 	<ul style="list-style-type: none"> Authoritarian Democratic Laissez-faire Formal Organization Bureaucracies Power Authority 	CRITICAL
<ul style="list-style-type: none"> Ethnocentrism <ul style="list-style-type: none"> Benefits vs. Destructive 	S.6.7: Define ethnocentrism and explain how it can be beneficial or destructive to a culture.	<ul style="list-style-type: none"> Define ethnocentrism. Explain how ethnocentrism can be beneficial to a culture. Explain how ethnocentrism can be destructive to a culture. 	<ul style="list-style-type: none"> Chapter 3 Quiz 	<ul style="list-style-type: none"> Ethnocentrism 	CRITICAL
<ul style="list-style-type: none"> Types of Groups <ul style="list-style-type: none"> Involuntary Voluntary Coercive Reference 	S.6.8: Define different types of groups (involuntary, voluntary, coercive, reference).	<ul style="list-style-type: none"> Define different types of groups. <ul style="list-style-type: none"> Involuntary Voluntary Coercive Reference 	<ul style="list-style-type: none"> Stanford Prison Experiment Stanley Milgram's Group Pressure and Obedience Study Soloman Asch's Lines Experiment 	<ul style="list-style-type: none"> Cooperation Conflict Social Exchange Coercion Conformity Groupthink 	CRITICAL
<ul style="list-style-type: none"> Group Norms 	S.6.9: Explore the formation of group norms.	<ul style="list-style-type: none"> Explore the formation of group norms. 	<ul style="list-style-type: none"> Norms Project 	<ul style="list-style-type: none"> Norm 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Democratic Approaches <ul style="list-style-type: none"> – Managing Disagreements – Solving Conflicts 	S.6.10: Demonstrate democratic approaches to managing disagreements and solving conflicts.	<ul style="list-style-type: none"> • Demonstrate democratic approaches to managing disagreements and solving conflicts. 	<ul style="list-style-type: none"> • Role Play 		IMPORTANT
DEVIANCE AND SOCIAL CONTROL					
<p>Types of deviant behavior from all three sociological perspectives as well as the means and methods of social control.</p> <ul style="list-style-type: none"> • Functionalist • Conflict • Symbolic Interactionist 	S.11.1: Define <i>deviance</i> and analyze deviance from a functionalist, a conflict, and an interactionist perspective.	<ul style="list-style-type: none"> • Define deviance. • Analyze deviance from the 3 perspectives. <ul style="list-style-type: none"> – Functionalist – Conflict – Symbolic Interactionist 	<ul style="list-style-type: none"> • Chapter 7 Quiz 	<ul style="list-style-type: none"> • Deviance • Positive Deviance • Negative Deviance • Deviant 	CRITICAL
<ul style="list-style-type: none"> • Control <ul style="list-style-type: none"> – Formal – Informal – Positive – Negative 	S.11.2: Identify formal and informal, as well as positive and negative forms of social control employed in our society.	<ul style="list-style-type: none"> • Identify formal and informal forms of social control employed in our society. • Identify positive and negative forms of social control employed in our society. 		<ul style="list-style-type: none"> • Social Control • Social Sanctions 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Function of Deviance <ul style="list-style-type: none"> Emile Durkheim 	S.11.3: Explore the functions deviance serves as identified by Emile Durkheim.	<ul style="list-style-type: none"> Explore the functions deviance serves as identified by Emile Durkheim. 		<ul style="list-style-type: none"> Anomie 	IMPORTANT
<ul style="list-style-type: none"> Explanations of Deviance <ul style="list-style-type: none"> Merton's Strain Theory Sutherland's Differential Association Theory Hirschi's Control Theory 	S.11.4 Explore explanations of deviance such as Merton's Strain theory, Sutherland's differential association theory, and Hirschi's control theory.	<ul style="list-style-type: none"> Explore explanations of deviance. <ul style="list-style-type: none"> Merton's Strain theory Sutherland's differential association theory Hirschi's control theory 		<ul style="list-style-type: none"> Strain Theory Control Theory Differential Association Theory 	CRITICAL
<ul style="list-style-type: none"> Deviant Subcultures 	S.11.5: Identify deviant subcultures.	<ul style="list-style-type: none"> Identify deviant subcultures. 			IMPORTANT
<ul style="list-style-type: none"> Labeling Theory <ul style="list-style-type: none"> Symbolic Interaction 	S.11.6: From a symbolic interaction analysis, examine labeling theory.	<ul style="list-style-type: none"> Examine labeling theory from a symbolic interaction analysis. 	<ul style="list-style-type: none"> Theories chart 	<ul style="list-style-type: none"> Labeling Theory Primary Deviance Secondary Deviance Stigma 	CRITICAL
<ul style="list-style-type: none"> Deviance <ul style="list-style-type: none"> Conflict Perspective 	S.11.7: Examine deviance from a conflict perspective.	<ul style="list-style-type: none"> Examine deviance from a conflict perspective. 		<ul style="list-style-type: none"> Victim Discounting 	CRITICAL
<ul style="list-style-type: none"> Types of Crime and Consequences 	S.11.8: Identify types of crime and its consequences.	<ul style="list-style-type: none"> Identify types of crime. Identify types of crime consequences. 	<ul style="list-style-type: none"> Crime crossword 	<ul style="list-style-type: none"> White-collar crime Crime 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Medicalization of Deviance and Consequences. 	<p>S.11.9: Identify the consequences of the medicalization of deviance.</p>	<ul style="list-style-type: none"> • Identify the consequences of the medicalization of deviance. 			IMPORTANT
<ul style="list-style-type: none"> • Foundations of Punishment <ul style="list-style-type: none"> – Retributive – Rehabilitative – Deterrent 	<p>S.11.10: Explore theoretical foundations of punishment. (retributive, rehabilitative, deterrent)</p>	<ul style="list-style-type: none"> • Explore theoretical foundations of punishment. <ul style="list-style-type: none"> – Retributive – Rehabilitative – Deterrent 	<ul style="list-style-type: none"> • Juveniles case study 	<ul style="list-style-type: none"> • Criminal Justice System • Deterrence • Retribution • Incarceration • Rehabilitation • Recidivism 	CRITICAL
<p>LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES</p>					
<p>Read and Comprehend</p> <ul style="list-style-type: none"> • History/Social Studies Texts • Write Effectively For a Variety of Discipline-Specific Tasks 	<p>LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</p>	<ul style="list-style-type: none"> • Read history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. • Comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Write Routinely <ul style="list-style-type: none"> – Variety of Time Frames – Range of Discipline-Specific Tasks, Purposes, and Audiences 	<p>LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences. 			CRITICAL

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
SOCIAL STRATIFICATION					
Social Status Influences Individual and Group Behaviors. <ul style="list-style-type: none"> • Stratification 	S.4.1: Define <i>stratification</i> (as sociologists define it).	<ul style="list-style-type: none"> • Define stratification. 	<ul style="list-style-type: none"> • Chapter 4 Quiz 	<ul style="list-style-type: none"> • Stratification 	CRITICAL
<ul style="list-style-type: none"> • Max Weber • Karl Marx 	S.4.2: Examine Weber's multi-dimensional model of stratification and compare with Marx's one dimensional model.	<ul style="list-style-type: none"> • Examine Weber's multi-dimensional model of stratification. • Compare Weber's multi-dimensional model of stratification with Marx's one dimensional model. 		<ul style="list-style-type: none"> • Bourgeoisie • Proletariat • Income • Wealth • Power • Prestige 	CRITICAL
<ul style="list-style-type: none"> • Societal Comparison <ul style="list-style-type: none"> – Competitive vs. Noncompetitive – Caste and Class Systems – Ascribed vs. Achieved Status 	S.4.3: Identify how different types of societies compare regarding stratification. (i.e. competitive vs. noncompetitive, caste and class systems: ascribed vs. achieved status).	<ul style="list-style-type: none"> • Identify how different types of societies compare regarding stratification. <ul style="list-style-type: none"> – Competitive vs. noncompetitive – Caste and class systems – Ascribed vs. Achieved status 	<ul style="list-style-type: none"> • Poverty line activity • Social class difference worksheet. 	<ul style="list-style-type: none"> • Social Class • Caste System • Open-Class System • Ascribed Status • Achieved Status 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Origins of Stratification <ul style="list-style-type: none"> – Functionalist Perspective – Conflict Perspective 	S.4.4: Explore the origins of stratification in human societies from a functionalist perspective and from a conflict perspective.	<ul style="list-style-type: none"> Explore the origins of stratification in human societies. <ul style="list-style-type: none"> – Functionalist Perspective – Conflict Perspective 	<ul style="list-style-type: none"> Perspectives Graphic Organizer 	<ul style="list-style-type: none"> False Consciousness 	CRITICAL
<ul style="list-style-type: none"> Stratification <ul style="list-style-type: none"> – Differing From Inequality – Relation to Ideology 	S.4.5: Explain how stratification differs from simple inequality and how stratification relates to ideology.	<ul style="list-style-type: none"> Explain how stratification differs from simple inequality. Explain how stratification relates to ideology. 		<ul style="list-style-type: none"> Class Consciousness Working Poor Underclass 	CRITICAL
<ul style="list-style-type: none"> Consequences of Stratification 	S.4.6: Explore some of the consequences (or results) of stratification.	<ul style="list-style-type: none"> Explore some of the consequences of stratification. 		<ul style="list-style-type: none"> Absolute Poverty Relative Poverty Feminization of Poverty 	CRITICAL
<ul style="list-style-type: none"> Stratification and Inequality 	S.4.7: Explore stratification and inequality in the United States including its causes and consequences; distinguish between inequality of opportunity and inequality of condition.	<ul style="list-style-type: none"> Explore stratification and inequality in the United States. <ul style="list-style-type: none"> – Causes – Consequences Distinguish between inequality of opportunity and inequality of condition. 	<ul style="list-style-type: none"> Case Study 	<ul style="list-style-type: none"> Social Mobility Horizontal Mobility Vertical Mobility Intergenerational Mobility 	CRITICAL
	S.4.8: Distinguish between the terms <i>role</i> , <i>status</i> , and <i>esteem</i> .	<ul style="list-style-type: none"> Distinguish between the terms <i>role</i>, <i>status</i>, and <i>esteem</i>. 		<ul style="list-style-type: none"> Role Status Esteem 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Role Expectation 	<p>S.4.9: Explain how roles and role expectations can lead to role conflict.</p>	<ul style="list-style-type: none"> • Explain how roles and role expectations can lead to role conflict. 			IMPORTANT
SOCIOLOGY OF GENDER					
<p>Biological Differences That Divide the Human Population Into Male and Female.</p> <ul style="list-style-type: none"> • Biological/Ascribed Status • Socially Assigned Gender Roles 	<p>S.5.1: Distinguish between biological (ascribed) status and socially assigned gender roles.</p>	<ul style="list-style-type: none"> • Distinguish between biological (ascribed) status and social assigned gender roles. 	<ul style="list-style-type: none"> • Chapter 10 Quiz 	<ul style="list-style-type: none"> • Sex • Biological Determinism • Gender Identity 	CRITICAL
<ul style="list-style-type: none"> • Gender Role Socialization 	<p>S.5.2: Explore how gender role socialization occurs.</p>	<ul style="list-style-type: none"> • Explore how gender role socialization occurs. 	<ul style="list-style-type: none"> • Gender role stereotypes • Case Study 	<ul style="list-style-type: none"> • Gender Socialization 	CRITICAL
<ul style="list-style-type: none"> • Sexism in Language 	<p>S.5.3: Explore sexism in language.</p>	<ul style="list-style-type: none"> • Explore sexism in language. 		<ul style="list-style-type: none"> • Sexism • Occupational Sex Segregation 	IMPORTANT
<ul style="list-style-type: none"> • Gender Role Socialization • Conflict Explanation 	<p>S.5.4: Describe the functional explanation of gender role socialization and contrast it with the conflict explanation.</p>	<ul style="list-style-type: none"> • Describe the functional explanation of gender role socialization • Contrast it with the conflict explanation. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Gender Role Differences 	S.5.5: Explore how gender roles differ in different societies and how they change over time.	<ul style="list-style-type: none"> Explore how gender roles differ in different societies. Explore how gender roles change over time. 	<ul style="list-style-type: none"> Case Study 		CRITICAL
<ul style="list-style-type: none"> Gender Role Perspectives <ul style="list-style-type: none"> – Functionalist – Interactionist – Conflict 	S.5.6: Examine gender roles from the functionalist, the interactionist, and the conflict perspectives.	<ul style="list-style-type: none"> Explain gender roles from the functionalist perspective. Explain gender roles from the interactionist perspective. Explain gender roles from the conflict perspective. 			CRITICAL
SOCIAL INSTITUTIONS					
The Impact of Social Institutions on Individual and Group Behavior. <ul style="list-style-type: none"> Norms Values 	S.7.1: Define social institution as made up of norms and values surrounding an activity considered important to society.	<ul style="list-style-type: none"> Define social institution as made up of norms and values. 	<ul style="list-style-type: none"> Chapter 11 quiz Chapter 12 Quiz Chapter 13 Quiz Chapter 14 Quiz 	<ul style="list-style-type: none"> Social Institution 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Basic Social Institutions <ul style="list-style-type: none"> – Family – Education – Political and Economic – Religion • Value Transmission 	<p>S.7.2: Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.</p>	<ul style="list-style-type: none"> • Identify basic social institutions. • Explain the impact of basic social institutions on individuals, groups and organizations within society. • Explain how basic social institutions transmit the values of society. 		<ul style="list-style-type: none"> • Family • Education • Political and Economic Institutions • Religion 	CRITICAL
<ul style="list-style-type: none"> • Political Power 	<p>S.7.3: Discuss the concept of political power and factors that influence political power.</p>	<ul style="list-style-type: none"> • Discuss the concept of political power. • Discuss the factors that influence political power. 		<ul style="list-style-type: none"> • Power • Coercion • Authority • Representative Democracy • Totalitarianism • Authoritarianism • Political Socialization • Pluralism • Elitism • Interest Group • Power Elite 	IMPORTANT
	<p>S.7.4: Conduct research and analysis on an issue associated with social structure or social institutions.</p>	<ul style="list-style-type: none"> • Conduct research and analysis on an issue associated with social structure or social institutions. 	<ul style="list-style-type: none"> • Research paper 		ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Social Institutions <ul style="list-style-type: none"> – Marriage and Family – Education – Health Care – Judicial – Religion 	<p>S.7.5: Examine in depth one or more important social institutions (such as marriage and family, education, health care, judicial, health care, religion) and its functions for society. Also consider how conflict theory sees the institution.</p>	<ul style="list-style-type: none"> • Examine in depth one or more important social institutions. <ul style="list-style-type: none"> – Marriage and family – Education – Health care – Judicial – Religion • Consider how conflict theory sees the institution. 	<ul style="list-style-type: none"> • Graphic Organizer • Case Study 	<ul style="list-style-type: none"> • Family • Marriage • Patriarchy • Matriarchy • Monogamy • Polygamy • Polygyny • Polyandry • Exogamy • Blended Family • Formal Schooling • Open Classroom • Cooperative Learning • Charter Schools • Magnet Schools • Religion • Sacred • Profane • Church • Denomination • Sect • Cult • Religiosity • Secularization • Fundamentalism 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
COLLECTIVE BEHAVIOR AND SOCIAL CHANGE					
The Changing Nature of Society. <ul style="list-style-type: none"> • Societal Change 	S.8.1: Describe how and why societies change over time.	<ul style="list-style-type: none"> • Describe how societies change over time. • Describe why societies change over time. 	<ul style="list-style-type: none"> • Chapter 17 quiz 	<ul style="list-style-type: none"> • Social Change • Social Processes • Revolution • War 	CRITICAL
<ul style="list-style-type: none"> • Social Influence Leading to Change 	S.8.2: Examine various social influences that can lead to immediate and long-term changes.	<ul style="list-style-type: none"> • Examine various social influences that can lead to immediate and long-term changes. 	<ul style="list-style-type: none"> • Case Study 	<ul style="list-style-type: none"> • Equilibrium • Urbanism 	CRITICAL
<ul style="list-style-type: none"> • Collective Behavior 	S.8.3: Using an example, describe how collective behavior can influence and change society.	<ul style="list-style-type: none"> • Describe how collective behavior can influence and change society. 		<ul style="list-style-type: none"> • Collective Behavior • Collectivity • Dispersed Collectivity • Rumor • Urban Legend • Fad • Fashion • Mass Hysteria • Panic • Crowd • Mob • Riot • Theories <ul style="list-style-type: none"> – Contagion – Emergent Norm – Convergence 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Major Social Institutions 	<p>S.8.4: Examine how technological innovations and scientific discoveries have influenced major social institutions.</p>	<ul style="list-style-type: none"> Examine how technological innovations have influenced major social institutions. Examine how scientific discoveries have influenced major social institutions. 		<ul style="list-style-type: none"> Discovery Invention Diffusion Technology 	CRITICAL
<p>–Science and Technology Innovations</p>	<p>S.8.5: Discuss how innovations in science and technology affect social interaction and culture.</p>	<ul style="list-style-type: none"> Discuss how innovations in science and technology affect social interaction. Discuss how innovations in science and technology affect culture. 			IMPORTANT
<ul style="list-style-type: none"> Mass Media 	<p>S.8.6: Describe how the role of the mass media has changed over time and project what changes might occur in the future.</p>	<ul style="list-style-type: none"> Describe how the role of mass media has changed over time. Project what media changes might occur in the future. 		<ul style="list-style-type: none"> Mass Media 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Social Movements • Collective Behavior 	<p>S.8.7: Distinguish major differences between social movements and collective behavior with examples.</p>	<ul style="list-style-type: none"> • Distinguish major differences between social movements and collective behavior. • List examples of major differences between social movements and collective behavior. 		<ul style="list-style-type: none"> • Social Movement • Revolutionary Movement • Reformative Movement • Redemptive Movement • Alternative Movement • Value-Added Theory • Resource Mobilization Theory 	CRITICAL
<ul style="list-style-type: none"> • Consequences of Change 	<p>S.8.8: Investigate the consequences to society as a result of changes.</p>	<ul style="list-style-type: none"> • Investigate the consequences to a society as a result of changes. 			IMPORTANT
	<p>S.8.9: Trace the development of the use of a specific type of technology in the community.</p>	<ul style="list-style-type: none"> • Trace the development of the use of a specific type of technology in the community. 			ADDITIONAL
	<p>S.8.10: Cite examples of the use of technology in social research.</p>	<ul style="list-style-type: none"> • Cite examples of the use of technology in social research. 			ADDITIONAL
	<p>S.8.11: Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.</p>	<ul style="list-style-type: none"> • Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations. 			ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
SOCIAL PROBLEMS					
Social Problems in Today's World Resulting From Imbalances Within the Social System. <ul style="list-style-type: none"> • Problems <ul style="list-style-type: none"> – Social – Individual 	S.9.1: Identify characteristics of a “social” problem, as opposed to an “individual” problem.	<ul style="list-style-type: none"> • Identify characteristics of a “social” problem, as opposed to an “individual” problem. 	<ul style="list-style-type: none"> • Chapter 9 Quiz • Chapter 16 Quiz 	<ul style="list-style-type: none"> • Prejudice • Racism • Discrimination • Hate Crime • Stereotype • Self-fulfilling Prophecy • Exponential Growth • Zero Population Growth • Overurbanization 	IMPORTANT
<ul style="list-style-type: none"> • Change 	S.9.2: Describe how social problems have changed over time. (History)	<ul style="list-style-type: none"> • Describe how social problems have changed over time. (History) 			IMPORTANT
	S.9.3: Explain how patterns of behavior are found with certain social problems.	<ul style="list-style-type: none"> • Explain how patterns of behavior are found with certain social problems. 			IMPORTANT
<ul style="list-style-type: none"> • Implications 	S.9.4: Discuss the implications of social problems for society.	<ul style="list-style-type: none"> • Discuss the implications of social problems for society. 			IMPORTANT
<ul style="list-style-type: none"> • Responses <ul style="list-style-type: none"> – Group – Individual 	S.9.5: Examine how individual and group responses are often associated with social problems.	<ul style="list-style-type: none"> • Examine how individual responses are often associated with social problems. • Examine how group responses are often associated with social problems. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Possible Solutions • Consequences 	<p>S.9.6: Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.</p>	<ul style="list-style-type: none"> • Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions. 			IMPORTANT
<ul style="list-style-type: none"> • Local Community 	<p>S.9.7: Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community.</p>	<ul style="list-style-type: none"> • Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community. 			ADDITIONAL
	<p>S.9.8: Design and carry out school- and community-based projects to address a local aspect of a social problem. (Economics)</p>	<ul style="list-style-type: none"> • Design school- and community-based projects to address a local aspect of a social problem. (Economics) • Carry out school- and community-based projects to address a local aspect of a social problem. (Economics) 			ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
INDIVIDUAL AND COMMUNITY					
The Role of the Individual as a Member of the Community.	S.10.1: Describe traditions, roles and expectations necessary for a community to continue.	<ul style="list-style-type: none"> • Describe traditions necessary for a community to continue. • Describe roles necessary for a community to continue. • Describe expectations necessary for a community to continue. 			ADDITIONAL
<ul style="list-style-type: none"> • Collective Behavior 	S.10.2: Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.	<ul style="list-style-type: none"> • Describe how collective behavior (working in groups) can influence and change society. • Use historical and contemporary examples to define collective behavior. 			ADDITIONAL
	S.10.3: Discuss theories that attempt to explain collective behavior.	<ul style="list-style-type: none"> • Discuss theories that attempt to explain collective behavior. 			ADDITIONAL
<ul style="list-style-type: none"> • Social Issues 	S.10.4: Define a social issue to be analyzed.	<ul style="list-style-type: none"> • Define a social issue to be analyzed. 			ADDITIONAL
<ul style="list-style-type: none"> • Breakdown • Disruption 	S.10.5: Examine factors that could lead to the breakdown and disruption of an existing community.	<ul style="list-style-type: none"> • Examine factors that could lead to the breakdown of an existing community. • Examine factors that could lead to the disruption of an existing community. 			ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Leaders 	S.10.6: Discuss the impact of leaders of different social movements.	<ul style="list-style-type: none"> Discuss the impact of leaders of different social movements. 			ADDITIONAL
<ul style="list-style-type: none"> Propaganda 	S.10.7: Define propaganda and discuss the methods of propaganda used to influence social behavior.	<ul style="list-style-type: none"> Define propaganda Discuss the methods of propaganda used to influence social behavior. 		<ul style="list-style-type: none"> Propaganda 	IMPORTANT
<ul style="list-style-type: none"> Benefits Social Costs 	S.10.8: Discuss both the benefits and social costs of collective behavior in society.	<ul style="list-style-type: none"> Discuss the benefits of collective behavior in society. Discuss both the social costs of collective behavior in society. 			ADDITIONAL
<ul style="list-style-type: none"> Cause-and-Effect Relationship 	S.10.9: Determine a cause-and-effect relationship among historical events, themes and concepts in United States and world history as they relate to sociology.	<ul style="list-style-type: none"> Determine a cause-and-effect relationship among historical events, themes and concepts in United States and world history as they relate to sociology. 			ADDITIONAL
	S.10.10: Identify a community social problem and discuss appropriate actions to address the problem.	<ul style="list-style-type: none"> Identify a community social problem. Discuss appropriate actions to address the problem. 			ADDITIONAL
<ul style="list-style-type: none"> Incorrect Communications 	S.10.11: Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.	<ul style="list-style-type: none"> Investigate how incorrect communications can influence group behavior. <ul style="list-style-type: none"> Rumors Gossip 			ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES					
Read and Comprehend <ul style="list-style-type: none"> • History/Social Studies Texts • Write Effectively For a Variety of Discipline-Specific Tasks 	LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.	<ul style="list-style-type: none"> • Read history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. • Comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. 			CRITICAL
<ul style="list-style-type: none"> • Write Routinely <ul style="list-style-type: none"> – Variety of Time Frames – Range of Discipline-Specific Tasks, Purposes, and Audiences 	LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences. 			CRITICAL

