

**Newport-Mesa Unified School District  
Office of Secondary Curriculum and Instruction  
High School Course of Study**

|                                       |                |                                |                     |                                       |                        |         |
|---------------------------------------|----------------|--------------------------------|---------------------|---------------------------------------|------------------------|---------|
| <b>Department</b>                     | Social Studies |                                | <b>Course Title</b> | Sociology 1A                          |                        |         |
| <b>Course Code</b>                    |                | <b>Grade Level</b>             | 9-12                |                                       | <b>Course Length</b>   | One-Sem |
| <b>Credits/Semester</b>               |                | <b>Required for Graduation</b> | No                  |                                       | <b>Elective Credit</b> | Yes     |
| <b>Prerequisites</b>                  | None           |                                |                     |                                       |                        |         |
| <b>Community College Articulation</b> |                | <b>Name of College</b>         |                     |                                       |                        |         |
| <b>UC/CSU Articulation</b>            |                | <b>Name of University</b>      |                     |                                       |                        |         |
| <b>Meets UC/CSU "a-g" Requirement</b> | Yes            | <b>Meets NCAA Requirement</b>  |                     | <b>Honors Grading Differentiation</b> | No                     |         |

**COURSE DESCRIPTION:**

This is a one-semester survey course in sociology. The course examines topics germane to the science of group behavior from different theoretical perspectives. Topics include sociology as a science; culture: social inequality: the social institutions of family, education, religion and government; and social change. .

**GOALS:** (Expected performance outcomes for students)

See proposed content standards

**California Content Standards**

There are no California state adopted content standards of sociology. This course has been developed using a draft proposal of content standards presented to the American Sociological Association. Please see attached list of proposed standards.

**Evaluation**

Student achievement will be measured using multiple assessment tools, included but not limited to benchmark test results, final exams, end-of-unit tests, quizzes, homework, classwork, notebooks, portfolios, authentic performance assessments, and written assessments using the district's rubric. District-wide benchmark assessments will be assessed using the following chart:

| Performance Standards - Benchmark Assessments |                 |           |                |                         |
|-----------------------------------------------|-----------------|-----------|----------------|-------------------------|
| Far Below Basic = F                           | Below Basic = D | Basic = C | Proficient = B | Advanced Proficient = A |

## Course Outline

| Unit 1                                                                                                                                                                                                                                                                                                               | Course Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                  |                                                                                                                                             |                                                                                                          |
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|                                                                                                                                                                                                                                                                                                                      | Key Terms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Standards*                                                                                                                                                                       | Model Tasks                                                                                                                                 | Tools & Text                                                                                             |
| <b>The Sociological Perspective</b><br><br><b>Chapters 1, 2, 6</b><br><br><b>4 weeks</b><br><br><b>Subtopics:</b> <ul style="list-style-type: none"> <li>• The Sociological Perspective</li> <li>• Groups</li> <li>• Origins of Sociology</li> <li>• Theoretical Perspectives</li> <li>• Research Methods</li> </ul> | Bourgeoisie<br>Proletariat<br>Conflict Perspective<br>Dramaturgy<br>Structural Functionalism<br>Positivism<br>Power<br>Social Structure<br>Sociological Imagination<br>Sociology<br>Symbol<br>Symbolic Interactionism<br>Theoretical Perspective<br>Verstehen Method<br>Case Study<br>Causation<br>Correlation<br>Dependent Variable<br>Independent Variable<br>Experiment<br>Hypothesis<br>Naturalistic Observation<br>Representative Sample<br>Population<br>Scientific Method<br>Survey<br>Theory<br>Content Analysis<br>Group<br>In-group<br>Out-group<br>Primary Group<br>Secondary Group<br>Formal Group<br>Informal Group<br>Reference Group | 1A<br>1B<br>1C<br>1D<br>1E<br>1F<br>1G<br>1H<br>1I<br>1J<br>1K<br>1L<br>2A<br>2B<br>2C<br>2D<br>2E<br>2F<br>2G<br>2H<br>2I<br>2J<br>4A<br>4C<br>4G<br>4H<br>4I<br>6I<br>8A<br>8C | Note Taking<br>Reading of textbook<br>Journal Responses<br>Quizzes<br>Unit Exams<br>Projects<br>Videos<br>Simulations<br>Oral Presentations | Textbook<br><br>Video<br><br>Directed Internet Research<br><br>Teacher Created Materials<br><br>Diagrams |

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| Differentiation | Support -- for students struggling with content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Content:</b> Adaptive reading with multiple levels, Multi-sensory information, Modified pacing, Rubrics</p> <p><b>Process:</b> Assignments will involve projects that allow the student to show progress in oral, visual or written manner. Teacher evaluation as to reading and writing capability; collaborative projects for peer support; direct instruction using visuals, power points,</p> <p><b>Product:</b> Results of common assessment and classroom grading procedures.</p> |  |  |  |  |  |
|                 | Extension – for high achieving students. Required activities for all honors courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Content:</b> Extended activities, Enrichment projects, Multiple Supplement Materials, Primary source documents</p> <p><b>Process:</b> Use of note-taking transparencies, Collaborative group assignments, Use of PowerPoint and other technologies, Chapter outlines, Research projects, Hands-on experiences</p> <p><b>Product:</b> Projects, Research assignments, audio-visual assignments and other student created assessments/assignments</p>                                     |  |  |  |  |  |
| Evaluation      | <p><b>Formative Assessments:</b> Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all state tested subjects.</p> <p><b>Summative Assessments:</b> Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, CST's and final exams.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |  |

| Unit 2                                                                                                                                                                                                                                                   | Course Title                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                           |                                                                                                                                             |                                                                                                          |
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|                                                                                                                                                                                                                                                          | Key Terms                                                                                                                                                                                                                                                                                                                                                                   | Standards*                                                                                                                                                                                                                                                | Model Tasks                                                                                                                                 | Tools & Text                                                                                             |
| <b>Culture, Conformity and Deviance</b><br><br><b>Chapters 3,4,7</b><br><br><b>3 weeks</b><br><br><b>Subtopics:</b> <ul style="list-style-type: none"> <li>• Elements of Culture</li> <li>• Socialization</li> <li>• Perspectives on Deviance</li> </ul> | Culture<br>Elements of Culture<br>Beliefs<br>Attitude<br>Value<br>Folkways<br>Norms<br>Mores<br>Law<br>Material Culture<br>Non-material Culture<br>Taboo<br>Counterculture<br>Subculture<br>Cultural Universals<br>Ethnocentrism<br>Socialization<br>Anomie<br>Deviance<br>Differential Association<br>Labeling<br>Social Control<br>Positive Deviance<br>Negative Deviance | 3A<br>3B<br>3C<br>3D<br>3E<br>3F<br>3G<br>3H<br>3I<br>5A<br>5B<br>5F<br>5G<br>7B<br>7C<br>7D<br>7F<br>7G                                                                                                                                                  | Note Taking<br>Reading of textbook<br>Journal Responses<br>Quizzes<br>Unit Exams<br>Projects<br>Videos<br>Simulations<br>Oral Presentations | Textbook<br><br>Video<br><br>Directed Internet Research<br><br>Teacher Created Materials<br><br>Diagrams |
|                                                                                                                                                                                                                                                          | Support -- for students struggling with content                                                                                                                                                                                                                                                                                                                             | Content: Adaptive reading with multiple levels, Multi-sensory information, Modified pacing, Rubrics<br><br>Process: Assignments will involve projects that allow the student to show progress in oral, visual or written manner. Teacher evaluation as to |                                                                                                                                             |                                                                                                          |

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| <b>Differentiation</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>reading and writing capability; collaborative projects for peer support; direct instruction using visuals, power points,</p> <p><b>Product:</b> Results of common assessment and classroom grading procedures.</p>                                                                                                                                                                                                                                     |
|                        | <p><b>Extension – for high achieving students. Required activities for all honors courses.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Content:</b> Extended activities, Enrichment projects, Multiple Supplement Materials, Primary source documents</p> <p><b>Process:</b> Use of note-taking transparencies, Collaborative group assignments, Use of PowerPoint and other technologies, Chapter outlines, Research projects, Hands-on experiences</p> <p><b>Product:</b> Projects, Research assignments, audio-visual assignments and other student created assessments/assignments</p> |
| <b>Evaluation</b>      | <p><b>Formative Assessments:</b> Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all state tested subjects.</p> <p><b>Summative Assessments:</b> Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, CST's and final exams.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| Unit 3                                                                                                                                                                                                                                                                                                                                    | Course Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                            |                                                                                                                                             |
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|                                                                                                                                                                                                                                                                                                                                           | Key Terms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Standards*                                                                                                                                                                                                                                                                                                                                                 | Model Tasks                                                                                                                                                                                                | Tools & Text                                                                                                                                |
| <b>Social Inequality</b><br><b>Chapters 8,9,10</b><br><b>4 weeks</b><br><b>Subtopics:</b> <ul style="list-style-type: none"> <li>• Stratification</li> <li>• Social Class</li> <li>• Poverty</li> <li>• Social Mobility</li> <li>• Race and Ethnicity</li> <li>• Prejudice and Discrimination</li> <li>• Gender</li> <li>• Age</li> </ul> | <b>Social Stratification</b><br><b>Social Class</b><br><b>Caste System</b><br><b>Social Mobility</b><br><b>Open-System</b><br><b>Closed System</b><br><b>Power</b><br><b>Prestige</b><br><b>Relative Poverty</b><br><b>Absolute Poverty</b><br><b>Vertical Mobility</b><br><b>Horizontal Mobility</b><br><b>Wealth</b><br><b>Ageism</b><br><b>Gender Identity</b><br><b>Sexism</b><br><b>Race</b><br><b>Racism</b><br><b>Ethnicity</b><br><b>Assimilation</b><br><b>Cultural Pluralism</b><br><b>Cultural Relativism</b><br><b>Discrimination</b><br><b>Prejudice</b><br><b>Stereotype</b> | <b>10A</b><br><b>10B</b><br><b>10C</b><br><b>10D</b><br><b>10E</b><br><b>10F</b><br><b>10G</b><br><b>10H</b><br><b>10I</b><br><b>10K</b><br><b>11A</b><br><b>11C</b><br><b>11D</b><br><b>11E</b><br><b>11G</b><br><b>11H</b><br><b>11I</b><br><b>11K</b><br><b>12A</b><br><b>12B</b><br><b>12C</b><br><b>12F</b><br><b>12G</b><br><b>12J</b><br><b>12K</b> | <b>Note Taking</b><br><b>Reading of textbook</b><br><b>Journal Responses</b><br><b>Quizzes</b><br><b>Unit Exams</b><br><b>Projects</b><br><b>Videos</b><br><b>Simulations</b><br><b>Oral Presentations</b> | <b>Textbook</b><br><br><b>Video</b><br><br><b>Directed Internet Research</b><br><br><b>Teacher Created Materials</b><br><br><b>Diagrams</b> |
|                                                                                                                                                                                                                                                                                                                                           | Support -- for students struggling with content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Content: Adaptive reading with multiple levels, Multi-sensory information, Modified pacing, Rubrics                                                                                                                                                                                                                                                        |                                                                                                                                                                                                            |                                                                                                                                             |

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| Differentiation |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Process:</b> Assignments will involve projects that allow the student to show progress in oral, visual or written manner. Teacher evaluation as to reading and writing capability; collaborative projects for peer support; direct instruction using visuals, power points,</p> <p><b>Product:</b> Results of common assessment and classroom grading procedures.</p>                                                                               |
|                 | Extension – for high achieving students. Required activities for all honors courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Content:</b> Extended activities, Enrichment projects, Multiple Supplement Materials, Primary source documents</p> <p><b>Process:</b> Use of note-taking transparencies, Collaborative group assignments, Use of PowerPoint and other technologies, Chapter outlines, Research projects, Hands-on experiences</p> <p><b>Product:</b> Projects, Research assignments, audio-visual assignments and other student created assessments/assignments</p> |
| Evaluation      | <p><b>Formative Assessments:</b> Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all state tested subjects.</p> <p><b>Summative Assessments:</b> Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, CST's and final exams.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| Unit 4                                                                                                                                                                                                                                                             | Course Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                    |                                                                                                                                                                                                            |                                                                                                                                             |
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|                                                                                                                                                                                                                                                                    | Key Terms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Standards*                                                                                                                                                                                         | Model Tasks                                                                                                                                                                                                | Tools & Text                                                                                                                                |
| <b>The Social Institutions</b><br><br><b>Chapters 11, 12, 13, 14, 15</b><br><br><b>4 weeks</b><br><br><b>Subtopics:</b> <ul style="list-style-type: none"> <li>• Family</li> <li>• Education</li> <li>• Government</li> <li>• Religion</li> <li>• Sport</li> </ul> | <b>Blended Family</b><br><b>Cohabitation</b><br><b>Divorce</b><br><b>Extended Family</b><br><b>Family</b><br><b>Marriage</b><br><b>Nuclear Family</b><br><b>Educational Equality</b><br><b>Hidden Curriculum</b><br><b>Latent Functions</b><br><b>Manifest Functions</b><br><b>Meritocracy</b><br><b>Tracking</b><br><b>Authority</b><br><b>Authoritarianism</b><br><b>Capitalism</b><br><b>Charismatic Authority</b><br><b>Traditional Authority</b><br><b>Rational-legal Authority</b><br><b>Power Elite</b><br><b>Representative Democracy</b><br><b>Totalitarianism</b><br><b>Socialism</b><br><b>Church</b><br><b>Cult</b><br><b>Profane Religion</b><br><b>Religiosity</b><br><b>Sacred</b><br><b>Sport</b><br><b>Sport Subculture</b> | <b>9A</b><br><b>9B</b><br><b>9D</b><br><b>9E</b><br><b>9F</b>                                                                                                                                      | <b>Note Taking</b><br><b>Reading of textbook</b><br><b>Journal Responses</b><br><b>Quizzes</b><br><b>Unit Exams</b><br><b>Projects</b><br><b>Videos</b><br><b>Simulations</b><br><b>Oral Presentations</b> | <b>Textbook</b><br><br><b>Video</b><br><br><b>Directed Internet Research</b><br><br><b>Teacher Created Materials</b><br><br><b>Diagrams</b> |
|                                                                                                                                                                                                                                                                    | Support -- for students struggling with content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Content: Adaptive reading with multiple levels, Multi-sensory information, Modified pacing, Rubrics</b><br><br><b>Process: Assignments will involve projects that allow the student to show</b> |                                                                                                                                                                                                            |                                                                                                                                             |

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| Differentiation |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>progress in oral, visual or written manner. Teacher evaluation as to reading and writing capability; collaborative projects for peer support; direct instruction using visuals, power points,</p> <p><b>Product:</b> Results of common assessment and classroom grading procedures.</p>                                                                                                                                                                |
|                 | <p><b>Extension – for high achieving students. Required activities for all honors courses.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Content:</b> Extended activities, Enrichment projects, Multiple Supplement Materials, Primary source documents</p> <p><b>Process:</b> Use of note-taking transparencies, Collaborative group assignments, Use of PowerPoint and other technologies, Chapter outlines, Research projects, Hands-on experiences</p> <p><b>Product:</b> Projects, Research assignments, audio-visual assignments and other student created assessments/assignments</p> |
| Evaluation      | <p><b>Formative Assessments:</b> Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all state tested subjects.</p> <p><b>Summative Assessments:</b> Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, CST's and final exams.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| Unit 5                                                                                                                                                                                                                                                      | Course Title                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                             |                                                                                          |
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|                                                                                                                                                                                                                                                             | Key Terms                                                                                                                                                                                                                            | Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Model Tasks                                                                                                                                 | Tools & Text                                                                             |
| <b>Social Change</b><br><b>Chapters 16 and 17</b><br><b>3 weeks</b><br><b>Subtopics:</b> <ul style="list-style-type: none"> <li>• Demography</li> <li>• World Population</li> <li>• Ecology</li> <li>• Social Change</li> <li>• Social Movements</li> </ul> | Census<br>Birth Rate<br>Death Rate<br>Demography<br>Fertility Rate<br>Infant Mortality Rate<br>Life Expectancy<br>Migration<br>Population Pyramid<br>Urbanization<br>Collective Behavior<br>Diffusion<br>Revolution<br>Social Change | 13A<br>13B<br>13C<br>13E<br>13L<br>14A<br>14B<br>14D<br>14E<br>14H<br>14K<br>14L                                                                                                                                                                                                                                                                                                                                                                                  | Note Taking<br>Reading of textbook<br>Journal Responses<br>Quizzes<br>Unit Exams<br>Projects<br>Videos<br>Simulations<br>Oral Presentations | Textbook<br>Video<br>Directed Internet Research<br>Teacher Created Materials<br>Diagrams |
| Differentiation                                                                                                                                                                                                                                             | Support -- for students struggling with content                                                                                                                                                                                      | Content: Adaptive reading with multiple levels, Multi-sensory information, Modified pacing, Rubrics<br><br>Process: Assignments will involve projects that allow the student to show progress in oral, visual or written manner. Teacher evaluation as to reading and writing capability; collaborative projects for peer support; direct instruction using visuals, power points,<br><br>Product: Results of common assessment and classroom grading procedures. |                                                                                                                                             |                                                                                          |
|                                                                                                                                                                                                                                                             | Extension – for high achieving students. Required activities for all honors                                                                                                                                                          | Content: Extended activities, Enrichment projects, Multiple Supplement Materials, Primary source documents<br><br>Process: Use of note-taking transparencies, Collaborative group assignments, Use of                                                                                                                                                                                                                                                             |                                                                                                                                             |                                                                                          |

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|            | courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>PowerPoint and other technologies, Chapter outlines, Research projects, Hands-on experiences</p> <p>Product: Projects, Research assignments, audio-visual assignments and other student created assessments/assignments</p> |
| Evaluation | <p><b>Formative Assessments:</b> Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all state tested subjects.</p> <p><b>Summative Assessments:</b> Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, CST's and final exams.</p> |                                                                                                                                                                                                                                |