Grade, Subject: 9-10, Sociology	
Strand (Unit): The Foundations of Sociology	**Pacing**: 1.5 weeks
Big Idea: Sociology is a study of social phenomena that aims to describe, organize, and explain human behavior.	

ASA National Standards for HS Sociology (Competencies):	**PA Core Standards:**
● 1.2 - Students will be able to contrast the sociological perspective and how it differs from other social sciences. 　○ 1.2.2 - Social construction of reality 　○ 1.2.3 - Sociological imagination ● 1.4 - Students will identify, differentiate among, and apply a variety of sociological theories. 　○ 1.4.1 - Functionalist perspective 　○ 1.4.2 - Conflict theory 　○ 1.4.3 - Symbolic interaction	● CC.8.5.9-10.J - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. ● CC.8.6.9-10.F - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research.
Essential Questions: 1. How and why has sociology come to be a field of study? 2. How do sociological perspectives help to explain social phenomena? 3. How is sociology applied practically and theoretically?	**Understandings (SWKT…):** 1. Sociology as a study began as a result of changes in socioeconomic stratification during the 1800s in order to explain societal changes and behaviors subsequent to the American, French, and Industrial revolutions. 2. Conflict theory, structural-functional theory and symbolic interactionism are the major frameworks utilized by sociologists to provide a comprehensive understanding of human interactions and social phenomena. 3. The competition between applied sociology, designed to solve client problems, and academic sociology, designed to explain and research social issues, remains at the heart of sociological science.
Vocabulary: Sociology　　　　　　　sociological imagination social interaction　　　　symbolic interaction social phenomena　　　　symbol Auguste Comte Harriet Martineau　　　　interactionist perspective Herbert Spencer　　　　　conflict perspective social Darwinism　　　　latent function Karl Marx　　　　　　　manifest function Emile Durkheim　　　　　dysfunction function　　　　　　　　functionalist perspective Max Weber	**Skills (SWBAT…):** 1. Describe the historical contexts for the development of sociology as a social science. 2. Apply each of the three major sociological perspectives to help explain the causes of various social phenomena. 3. Employ a sociological imagination to relate concrete experiences and observations to abstract concepts and phenomena.

Verstehen ideal type	
Possible Content Extensions: ● Utilitarianism (Rational Choice/Exchange Theory) ● Macro- versus Micro- perspectives	**Resources:** ● [Crash Course Sociology #1 - What is Sociology?](#) ● [The Wisdom of Sociology - Sam Richards TEDxLacador](#) ● [Crash Course Sociology #2 - Sociological Paradigms](#) ● [Crash Course Sociology #5 - Durkheim and Suicide](#) ● [Crash Course Sociology #6 - Marx and Conflict Theory](#) ● [Crash Course Sociology #9 - Weber and Modernity](#)
PA Career Standards: ● 13.1.11.A - Relate careers to individual interests, abilities, and aptitudes.	**Authentic Assessments:** ● Careers in Sociology project ● Research profiles of pioneering sociologists

Elizabethtown Area School District Curriculum   Date Adopted:

Grade, Subject: 9-10, Sociology	
Strand (Unit): The Anatomy of Culture	**Pacing**: 2 weeks
Big Idea: Culture is an organic outgrowth of social interactions that fluctuates with time, influence, and resistance.	

ASA National Standards for HS Sociology (Competencies):
● 2.1 - Students will describe the components of culture
  ○ 2.1.1 - Nonmaterial culture, including norms and values
  ○ 2.1.2 - Material culture
  ○ 2.1.3 - Subcultures
● 2.2 - Students will analyze how culture influences individuals, including themselves.
  ○ 2.2.1 - Ethnocentrism
  ○ 2.2.2 - Cultural relativity
	PA Core Standards:
	● CC.8.5.9-10.J - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

○ 2.2.3 - Culture shock ● 2.4 - Students will assess how social institutions and cultures change and evolve. ○ 2.4.2 - Countercultures	
Essential Questions: 1. What is culture? 2. How do changes in society and culture affect behavior at the societal level and on an individual level? 3. What are the major components of culture and how are they transmitted to individuals in the culture through various agents of socialization? 4. How does culture vary within a society?	**Understandings (SWKT…):** 1. Culture is physical and nonphysical traits of a society that govern behavior and interactions. 2. Groups and individuals identify most with the parts of culture that are changing or the parts of culture that remain the same, which influences the way one perceives oneself and others. 3. Language, symbols, material culture, norms, values, technology, and beliefs shape individuals and groups through the people that they associate with most closely. 4. Groups may adapt or reject certain cultural traits of a society for material or immaterial gain.

Vocabulary:
Anatomy of culture -
 ● society
 ● technology
 ● language
   ○ dialect
 ● values
 ● norms
   ○ folkways
   ○ mores
   ○ laws
material culture
nonmaterial culture
cultural universal
ethnocentrism
cultural relativism
culture shock
subculture
counterculture
	Skills (SWBAT…):
	1. Analyze the impacts of cultural change on individuals as well as society as a whole.
	2. Evaluate the importance of material and nonmaterial culture in shaping behaviors and perspectives.
	3. Compare different cultural traits and how the values that govern them are generally universal.
	4. Evaluate the status of various groups as being a subculture or counterculture.

Possible Content Extensions:	Resources:
● The Amish - Subculture or Counterculture? ● Comparison of material and nonmaterial cultures and how they have/have not changed over a lifespan	● [Crash Course Sociology #11 - Cultures, Subcultures, and Countercultures](#) ● [Cultural Differences: The Lost Boys of Sudan](#) ● [Crash Course Sociology #10 - Symbols, Values, and Norms](#) ● [Body Ritual Among the Nacirema](#) ● [The Language & Life Project](#)
PA Career Standards: ● N/A	Authentic Assessments: ● Cultural Research activity ○ Create your own culture ● Class discussions on various cultural norms, folkways, mores ● EAHS yearbook analysis (culture change by decade) ● Heart of a Nation - cultural comparison activity

Elizabethtown Area School District Curriculum   Date Adopted:

Grade, Subject: 9-10, Sociology	
Strand (Unit): Cultural Conformity and Adaptation	**Pacing**: 1.5 weeks
Big Idea: Societies attempt to influence and control human behavior, despite inevitable changes.	

ASA National Standards for HS Sociology (Competencies):
● 1.2 - Students will compare and contrast the sociological perspective and how it differs from other social sciences
   ○ 1.2.1 - Impact of social context on human behavior
● 2.2 - Students will analyze how culture influences individuals, including themselves.
   ○ 2.2.4 - American values
● 2.4 - Students will assess how social institutions and cultures change and evolve.
   ○ 2.4.1 - Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age
	PA Core Standards:
	● CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
	● CC.8.5.9-10.J - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Essential Questions:	Understandings (SWKT…):
1. What cultural values help to influence behavior and interactions in American society? 2. How are norms enforced and reinforced in a society? 3. Why do values, norms, and beliefs change over time? 4. As culture changes, why do some individuals resist change?	1. American cultural values have created a society with distinct advantages and problems. 2. Societies employ a variety of rewards and punishments to compel individuals to adhere to behavioral norms. 3. Nonmaterial culture is inherently slower to change as compared to material culture. 4. Tradition, anomie, and self-interest help to contribute to individuals' resistance to social change.
Vocabulary:	Skills (SWBAT…):
American social values: personal achievement, individualism, work, morality, humanitarianism, efficiency, practicality, progress, material comfort, equality, democracy, freedom, education, religious values, romantic love, self-fulfillment, narcissism internalization, sanctions, social control *Sources of social change*: ideology, social movement, technology, population, diffusion, reformulation, physical environment, war/conquest ethnocentrism, cultural lag, vested interests	1. Evaluate the impacts of American culture values on our norms, interactions, and material culture. 2. Identify real-world examples of sanctions and how they are used to modify human behavior. 3. Describe the various internal and external factors that lead to changing values, norms, and practices in a society. 4. Analyze the intentional and unintentional forces that slow or stop social change.
Possible Content Extensions:	Resources:
● Descriptive norms, injunctive norms, outcome expectancies, moral norms, pluralistic ignorance	● The In-Crowd and Social Cruelty ● Crash Course Sociology #12 - Society and Societal Change ● UNICEF - Social Norms Definitions

PA Career Standards:	Authentic Assessments:
● N/A	● American cultural values collage ● Identify the Sanction - practical application of social control concepts

Elizabethtown Area School District Curriculum   Date Adopted:

Grade, Subject: 9-10, The Social Sciences	
Strand (Unit): Social Structure	**Pacing**: 2 weeks
Big Idea: Individuals, groups, and entire societies all fit into observable categories that shape identity and interactions with others.	

ASA National Standards for HS Sociology (Competencies):	PA Core Standards:

● 2.3 - Students will evaluate important social institutions and how they respond to social needs.
  ○ 2.3.2 - Social statuses and roles
● 3.3 - Students will examine the social construction of groups and their impact on the life chances of individuals
  ○ 3.3.1 - Reference groups
  ○ 3.3.2 - Primary and secondary groups
  ○ 3.3.3 - In-groups and out-groups
	● CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
	● CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research.

Essential Questions: 1. What are the basic units of social structure? 2. What impacts do various group types have on social structure and individual interactions? 3. How are we socialized by culture to interact with one another? 4. What is the relationship between environment, technology, and the nature of human interaction within a society?	**Understandings (SWKT…):** 1. Individuals' interactions in society are largely based upon the social positions they occupy and their inherent expectations. 2. Individual identity and behaviors are shaped by the interactions we have within and between social groups. 3. Cultural norms and extrinsic motives play the most significant roles in determining how individuals interact with one another. 4. Human interconnectedness and interdependence have an inverse relationship with technology and globalization.

Vocabulary:	**Skills (SWBAT…):**
social structure, role, role set, reciprocal roles, role expectations, role conflict, role strain, status, master status, ascribed status, achieved status group, aggregate, social category, dyad, triad, small group, formal group, informal group, primary group, secondary group, reference group, in-group, out-group, e-community, social network, leaders, instrumental leaders, expressive leaders, formal organization, bureaucracy, rationality, voluntary association, iron law of oligarchy *Forms of social interaction*: exchange, reciprocity, exchange theory, competition, conflict, cooperation, accommodation *Types of societies*: subsistence strategies, hunting & gathering society, pastoral society, division of labor, horticultural society, agricultural society, barter, industrial society, urbanization, post-industrial society, mechanical society, organic solidarity, Gemeinschaft, Gesellschaft	1. Analyze how different statuses and roles in society dictate our interactions with others, regardless of who the individual is. 2. Identify how groups differ on the bases of function, proximity, frequency of interaction, and similarities. 3. Evaluate the dominant forms of social interaction in American culture, connecting them to relevant cultural values. 4. Make inferences about the role of technology in a society and how it impacts human connections.
Possible Content Extensions: ● "Dramaturgical approach" and "impression management" to role performance ● Are post-industrial societies the goal for all societies? ("information society") ● Do post-industrial societies exploit industrial and preindustrial societies? ● Are individuals in preindustrial societies happier?	**Resources:** ● [Crash Course Sociology #15 - Social Interaction and Performance](#) ● [Crash Course Sociology #16 - Social Groups](#) ● [Crash Course Sociology #17 - Formal Organizations](#) ● [The Argument Culture](#) ●
PA Career Standards: ● N/A	**Authentic Assessments:** ● "Know Your Role" Cartoon ● Cafeteria Tribes Project

Grade, Subject: 9-10, Sociology	
Strand (Unit): Individual Socialization	Pacing: 2 weeks
Big Idea: Personality and behavior are shaped by environmental and social factors from childhood to adulthood.	
ASA National Standards for HS Sociology (Competencies): ● 3.1 - Students will describe the process of socialization across the life course. ○ 3.1.1 - Primary agents of socialization: family, peers, media, schools, and religion ● 3.2 - Students will explain the process of the social construction of the self. ○ 3.2.1 - I and me ○ 3.2.2 - Role-taking ○ 3.2.3 - Generalized other ○ 3.2.4 - Identity	PA Core Standards: ● CC.8.5.9-10.J - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. ● CC.8.6.9-10.F - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research.
Essential Questions: 1. Which has a greater impact on personality development, environment or genetic predisposition? 2. How have the theoretical perspectives of sociology framed the nature versus nurture debate? 3. How does the process of socialization create conflict within the individual? 4. How have cultural changes led to a major shift in the major agents of socialization in the United States?	Understandings (SWKT…): 1. Nature and nurture both have an effect on a person's socialization; however, the magnitude of the effect is based upon an individual's social location. 2. While most sociologists agree that socialization is a lifelong process, the greatest theoretical differences are based on what the various stages are and the level of socialization an individual can achieve. 3. Socialization generally imbues individuals with an objective sense of self that contradicts one's impulsive and selfish wants. 4. Technology and cultural dissociation from the family as being the core social unit of identity have led to greater disharmony and moral diversity.
Vocabulary: personality, heredity, aptitude, instinct, sociobiology, birth order, parental characteristics, cultural environment, childhood isolation, feral children, institutionalization "nature", John Locke, tabula rasa "nurture", interactionist perspective ● Charles Horton Cooley ○ imagine appearance to others ○ determine if image to others compares to image of self ○ judge self based on others' perception of self	Skills (SWBAT…): 1. Describe how a lack of proper socialization can negatively impact human behavioral development. 2. Identify the differences between the capacity for social behaviors and socialization to those behaviors. 3. Compare the socialized expectations of their "I" self versus the unsocialized impulses of the "Me" self. 4. Evaluate arguments on the destructive role of technology and radical social change in maintaining a cohesive society.

- George Herbert Mead - adoption of others' roles socialization, self, looking-glass self, role-taking, significant other, generalized other, "I" v."me" Agents of socialization: family, peer group, school, mass media, religion	
Possible Content Extension: - Other theories of socialization as a process: - Piaget - Cognitive development - Freud - Psychoanalytic - Kohlberg/Gilligan - Moral development - Erikson - Identity development - How does social media/smartphone use impact our ability to socialize, perceive ourselves, adopt roles, and grasp the generalized other?	**Resources:** [Crash Course Sociology #13 - Social Development](#) [Crash Course Sociology #14 - Socialization](#) - Feral Children: Genie Wiley [Quit Social Media	Dr. Cal Newport - TEDxTysons](#) [How Birth Order May Influence Your Kid's Personality Traits](#)
PA Career Standards: 13.1.11.A - Relate careers to individual interests, abilities, and aptitudes. 13.1.11.B - Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.	**Authentic Assessments:** - Personality Inventory - identify the sources of behaviors, habits, and traits - Social Media Detox - Experiment & Report

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Elizabethtown Area School District Curriculum   Date Adopted:

Grade, Subject: 9-10, Sociology	
Strand (Unit): Adolescence in Society	**Pacing**: 1.5 weeks
Big Idea: Adolescence is a distinct life stage in the West because of changing social expectations in preparation for adulthood.	
ASA National Standards for HS Sociology (Competencies): 2.4 - Students will assess how social institutions and cultures change and evolve.	**PA Core Standards:** CC.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

2.4.1 - Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age 3.1 - Students will describe the process of socialization across the life course. 3.1.1 - Primary agents of socialization: family, peers, media, schools, and religion 4.2 - Students will analyze the effects of social inequality on groups and individuals. 4.2.1 - Life chances	
Essential Questions: 1. Why has adolescence developed as a distinct life stage in the West? 2. How has dating developed as an adolescent practice in the West? 3. Why is adolescence characterized by particular social problems?	**Understandings (SWKT…):** 1. Technology, urbanization, and secularization of Western cultures have led to a delaying in adulthood and a prioritization of education and self-actualization. 2. Because the West has largely delayed adulthood and its inherent expectations, adolescents have adopted a more casual, experiential approach to mate-finding. 3. Distinct expectations of adolescents and the pursuit of identity apart from the family unit have led to increased pressures to conform, rebel, belong, and achieve.
Vocabulary: adolescence, puberty *Characteristics of adolescence*: biological growth & development, undefined status, increased decision making, increased pressure, search for self, anticipatory socialization dating, courtship, homogamy, evolution of dating, purpose of dating:, traditional dating patterns, contemporary dating patterns, courting buggy *Adolescent at-risk behaviors*: teenage sexual behavior, influences on early sexual behavior, consequences of early sexual behavior, drug use, drug violence, influences on teenage drug use, teenage attitudes toward drug use, teenage suicide, social integration, suicide predictors	**Skills (SWBAT…):** 1. Evaluate the roles of various social facts in how they have influenced the breadth and depth of adolescence in Western culture. 2. Analyze the changing norms, roles, and technologies in the West and how they've contributed to the rise of casual dating as a means of mate-finding. 3. Identify the relationships between the characteristics of adolescence and the social problems of adolescence.

Possible Content Extension:	Resources:
● Comparison of courtship rituals/practices across cultures	●
PA Career Standards:	Authentic Assessments:
● N/A	● Teenage At-Risk PSA Proposal

Elizabethtown Area School District Curriculum   Date Adopted:

Grade, Subject: 9-10, Sociology	
Strand (Unit): Deviance & Social Control	Pacing: 2 weeks
Big Idea: Societies employ tremendous resources to investigate the causes of, respond to, and prevent criminal deviance.	

ASA National Standards for HS Sociology (Competencies):
● 3.1 - Students will describe the process of socialization across the life course
   ○ 3.2.1 - Deviance and conformity
● 4.3 - Students will explain the relationship between social institutions and inequality
   ○ 4.3.2 - Potential of institutions to produce, reinforce, or challenge inequality
	PA Core Standards:
	● CC.8.5.9-10.J - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
	● CC.8.6.9-10.F - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Essential Questions: 1. Why do individuals engage in deviant acts? 2. How do sociologists categorize deviance?	Understandings (SWKT…): 1. Deviant behavior can be the result of socialization, rebellion against societal norms, and/or the desire for personal benefit. 2. Sociologists differentiate deviant behaviors on the basis of social reactions to

3. How does sociology attempt to explain the causes of deviance? 4. Are societal responses to criminal deviance effective?	them, severity of harm caused, and norm type violated. 3. Sociological lenses compel us to view deviance as the result of learned behaviors, proximity to deviance, and social inequalities. 4. Differing cultural values cause societies to emphasize different correctional functions, causing further problems with criminal deviance.
Vocabulary: deviance, stigma, primary deviance, secondary deviance, crime violent crime types, terrorism, nonviolent crime types, white-collar crime, crime syndicate, criminologists, criminal-justice system, police discretion, racial profiling, plea bargaining, corrections, recidivism *Theories on social deviance*: strain theory, anomie, control theory, cultural transmission theory, differential association, techniques of neutralization, labeling theory, degradation ceremony total institution, resocialization, juvenile justice system *Four functions of corrections*: retribution, rehabilitation, social protection, deterrence	**Skills (SWBAT…):** 1. Explain the causes of deviant behavior -- criminal or otherwise. 2. Categorize deviant acts using criteria established by sociologists and criminologists. 3. Apply sociological perspectives to understand the causes and impacts of criminal deviance throughout society. 4. Assess various cultural responses to criminal deviance and how effective they are at preventing and deterring further crime.
Possible Content Extension: ● Feminist-Conflict theory of deviance ● Functionalism - social ecology ● Functionalism - deviant subcultures ● Marijuana use and its variance in the continuum of deviance	**Resources:** ● Crash Course Sociology #18 - Deviance ● Crash Course Sociology #19 - Theory and Deviance ● Crash Course Sociology #20 - Crime ● The Archipelago of Pain - David Brooks, NYT ● The Elderly in Prison - Al Jazeera America ● How Norway Reinvented Prison - Bloomberg ● The Wave
PA Career Standards: ● 13.1.11.A - Relate careers to individual interests, abilities, and aptitudes. ● 13.1.11.B - Analyze career options based on personal interests, abilities, aptitudes, achievements and goals. ● 13.1.11.F - Analyze the relationship between career choices and career preparation opportunities	**Authentic Assessments:** ● Deviance/Folkway Social Experiment & Report

Grade, Subject: 9-10, Sociology	
Strand (Unit): Social Stratification	Pacing: 2 weeks
Big Idea: Power, wealth, and prestige in society is often dependent on perceptions of social strata and hierarchy.	
ASA National Standards for HS Sociology (Competencies): 4.1 - Students will identify common patterns of social inequality. 4.1.1 - Privilege 4.1.2 - Power 4.1.4 - Class inequality 4.2 - Students will analyze the effects of social inequality on groups and individuals. 4.2.1 - Life chances 4.2.2 - Social problems 4.4 - Students will assess responses to social inequality. 4.4.1 - Individual responses to inequality 4.4.3 - Social policy responses to inequality	PA Core Standards: - CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. - CC.8.5.9-10.J - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. - CC.8.6.9-10.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Essential Questions: - Why do humans stratify themselves? - How does one's social location change within society? - How do Americans stratify themselves and is social position very fluid in America? - What defines poverty in America and how is it addressed?	Understandings (SWKT…): - Social stratification occurs as people's possessions and behaviors differ on the basis of wealth and access to resources. - Wealth, power, and prestige factor into one's social location and a change in any of these can result in movement from a stratum. - Americans tend to largely perceive themselves as being middle class, despite how many differences exist between working, middle, and upper-middle classes. - The poverty threshold in America is objectively measured by income and household size, although purchasing power/inflation varies throughout the country. States' and the federal government employ entitlement and educational programs to mitigate the short-term and cyclical effects of poverty.

Vocabulary: social stratification, social inequality, caste system, exogamy, endogamy, class system, bourgeoisie, proletariat, social class, wealth, power, prestige, socioeconomic status, reputational method, subjective method, objective method, American socioeconomic classes, social mobility, horizontal mobility, vertical mobility, intergenerational mobility, poverty, poverty line, life chances, life expectancy, entitlement programs	**Skills (SWBAT…):** 1. Analyze the causes and effects of social stratification. 2. Analyze the relationship between demography and social stratification. 3. Apply sociological perspectives to explain why societies stratify into classes and identity groups. 4. Contrast American social responses to poverty with American cultural values.
Possible Content Extension: ● Closed systems: slavery, estate system ● Class consciousness ● False consciousness ● Intragenerational mobility ● Episodic poverty	**Resources:** ● [Crash Course Sociology #21 - Social Stratification](#) ● [Crash Course Sociology #22 - Why is there Social Stratification?](#) ● [People Like Us: Social Class in America](#) ● [Crash Course Sociology #25 - The Impacts of Social Class](#) ● [Crash Course Sociology #26 - Social Mobility](#) ● [Poverty in the U.S. - Census Bureau](#) ● [What Determines How Americans Perceive Their Social Class? - Gallup](#)
PA Career Standards: ● N/A	**Authentic Assessments:** ● People Like Us - Our Real Perceptions of Real Social Classes ● New American Social Class Project

Elizabethtown Area School District Curriculum   Date Adopted:

Grade, Subject: 9-10, Sociology	
Strand (Unit): Race, Gender, and Age in Society	**Pacing**: 2 weeks
Big Idea: Conflict and inequality in society are often born out of differences in race/ethnicity, gender, or age.	
ASA National Standards for HS Sociology (Competencies): ● 4.1 - Students will identify patterns of social inequality	**PA Core Standards:** ● CC.8.5.9-10.J - By the end of grade 10, read and comprehend history/social

○ 4.1.3 - Racial and ethnic inequality ○ 4.1.5 - Gender inequality ● 4.2 - Students will analyze the effects of social inequality on groups and individuals. ○ 4.2.3 - Inter- and intra-group conflict	studies texts in the grades 9–10 text complexity band independently and proficiently.

Essential Questions: 1. Why does prejudice occur? 2. How does discrimination manifest itself in different societies? 3. How have traditional gender roles evolved in American society? 4. Why does age discrimination exist?	**Understandings (SWKT…):** 1. Prejudice is the result of learned behaviors, ethnocentrism, and/or vested interests in the face of demographic and cultural changes. 2. Discriminatory behaviors exist on social continuum that can and may ultimately result in subjugation and mass extermination. 3. Traditional masculine and feminine traits/behaviors have blurred as a result of the feminist movement and other social changes in the past 60+ years. 4. Generational prejudices are fueled by disagreements over aspects of social change, such as old/new norms.

Vocabulary: race, ethnicity, ethnic group, minority group, Jane Elliot, discrimination, prejudice, segregation, legal discrimination, de jure segregation, institutionalized discrimination, de facto segregation, stereotype, "cultural appropriation", self-fulfilling prophecy, racism *Causes of discrimination/prejudice:* sociological psychological scapegoating economic cultural pluralism, assimilation, subjugation, slavery, genocide, ethnic cleansing puberty, gender v. sex, masculinity, femininity, sexism, feminism, patriarchy, misogyny gerontology, social aging, ageism, graying of America, Baby-Boom generation, dependency ratio, Medicare, Medicaid, age inequalities	**Skills (SWBAT…):** 1. Analyze the causes of prejudice as it pertains to race/ethnicity. 2. Describe the various iterations of discrimination, citing historical examples for each and how they progress one into the other. 3. Identify the role of social movements in upending the traditional gender roles of Western culture. 4. Evaluate the legitimacy of older generations' concerns about being excluded from society and the economy. 5. Assess the arguments of younger generations that older people are irrationally resistant to social change.

Possible Content Extension:	Resources:
- Theories on the source of prejudice: - Authoritarian personality - Frustration/Scapegoat theory - individual discrimination - institutional discrimination - Disengagement theory of aging - Activity theory of aging - Conflict theory of aging	[Crash Course Sociology #34 - Race and Ethnicity](#) [Crash Course Sociology #35 - Racial/Ethnic Prejudice and Discrimination](#) ["A White Woman Told Me She Doesn't 'Think Of' Me As Black. Here's How I Reacted." - HuffPost](#) [10 Stages of the Holocaust](#) [Crash Course Sociology #36 - Age and Aging](#)
PA Career Standards: N/A	Authentic Assessments: Cultural Appropriation/Racial Identity Debate

Elizabethtown Area School District Curriculum   Date Adopted:

Grade, Subject: 9-10, Sociology	
Strand (Unit): Causes of Social Change	Pacing: 1.5 weeks
Big Idea: Sociology offers numerous descriptions of and explanations for major societal changes.	
ASA National Standards for HS Sociology (Competencies): 2.4 - Students will assess how social institutions and cultures change and evolve. 2.4.1 - Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age 2.4.3 - Social movements 4.4 - Students will assess responses to social change. 4.4.2 - Group responses to inequality such as social movements	PA Core Standards: - CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. - CC.8.6.9-10.F - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Essential Questions:	Understandings (SWKT…):

1. What do population trends mean for the health of a society? 2. How does urban growth occur? 3. Why do societies engage in positive and negative collective behaviors? 4. How do social movements influence social change? 5. How do sociologists organize and describe various types of social change?	1. Demography is a way of measuring societal trends and changes and how they may impact populations 2. Urbanization is occurring at an alarming rate as life chances and mechanical solidarity both diminish in rural areas. 3. Group behaviors are the result of conformity, resistance to social change, and/or responses to deviance. 4. Social movements are usually limited in their ability to fundamentally alter society because of their natural, self-serving life cycles. 5. Societies' lifespans can be described differently, depending on the sociological perspective used.
Vocabulary: population, demography, birth rate, fertility, fecundity, mortality, death rate, growth rate, doubling time, Malthusian theory urbanization, over-urbanization, concentric zone model, sector model, multiple nuclei model, urban sprawl, urban anomie theory, compositional theory collective behavior, collectivity, crowd, mob, riot, panic, moral panic, mass hysteria, fashions, fad, rumor, urban legends, public, public opinion, propaganda, contagion theory, emergent-norm theory, value-added theory social movements, reactionary movements, conservative movements, revisionary movements, revolutionary movements, agitation, legitimation, bureaucratization, institutionalization, relative deprivation theory, resource mobilization cyclical theory of social change, ideational culture, sensate culture, idealistic culture, principle of immanent change, evolutionary theory of social change, equilibrium theory of social change, conflict theory of social change	**Skills (SWBAT…):** 1. Use demographic measures to make inferences about a society's characteristics and related problems. 2. Correlate the growth of technology and specialization with the decline of social interdependence and belonging. 3. Apply the various types of collective behaviors to several historical examples. 4. Apply the life cycle of social movements to explain how and why they diminished in their influence. 5. Synthesize a prediction about the future of American society based on sociological theories.

Possible Content Extension:	Resources:
- Zero population growth movement - Pronatalist policy - Convergence theory of collective behavior - Relative deprivation - Resource mobilization theory - Political opportunity theory	- Demography and Population - Urbanization - Khan Academy: Collective Behavior - Mapping American Social Movements
PA Career Standards: N/A	**Authentic Assessments:** - Gapminder Bubbles: Demography and Social Phenomena - Social Movements in History: Categorization and Life Stages - Social Change Theory and America's Social Future