



Sociology Curriculum Overview

The [Indiana Academic Standards](#) define what students should know, understand, and be able to do at grade level beginning in kindergarten and progressing through grade twelve. These standards serve as the foundation to our curriculum in Noblesville Schools but are not a curriculum on their own. The Indiana Academic Standards are supported through grade-level, content-area curriculum maps and a selection of curriculum materials to support these maps. These curriculum maps and materials are aligned to the Indiana Academic standards while also providing the conditions necessary to be responsive to the needs of all learners. Therefore, the Noblesville Schools' curriculum is constantly undergoing periodic and systematic analysis and revision.

High school social studies standards, regardless of course level or content, have a shared goal of developing students' skills in critical thinking, inquiry, research, and participation in a democratic society. At the high school level, social studies standards have five content areas that make up the core curriculum: history, government, geography, economics; and Individuals, society and culture (psychology, sociology, and anthropology). One of these content areas is generally the focus of a course while the other content areas play a more supporting role.

Sociology allows students to examine human patterns of actions and behavior from a group perspective, including how these actions and behaviors change across cultures, social settings, and historical context. From the course standards, "The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups" (Indiana Department of Education, 2020). Social problems of today's world, along with the role of individuals within a larger community, are also analyzed.

[The Social Studies Indiana Academic Standards for Sociology](#) serve as the foundation of our curriculum. These standards are supported in Noblesville Schools through the following primary curriculum materials: *Sociology and You* (McGraw-Hill, 2017). For the most relevant and up-to-date information on your child's social studies curriculum pacing, please [enroll as a Parent Observer on Canvas](#).

NOBLESVILLE SCHOOLS CURRICULUM
SOCIAL STUDIES
Sociology



Units of Study

Table 1: Units of Study for Sociology

Unit	Duration	Transfer Goals	Enduring Understandings	Essential Questions
Unit 1: Foundations of Sociology as a Social Science	4 weeks	Analyze and interpret information from a variety of sources and use that information to evaluate and make informed decisions regarding social issues.	1. Recognizing and discussing the origins and founders of sociology. 2. Recognizing and discussing sociology's relationship with other social sciences. 3. Applying sociology in everyday life. 4. Understanding the basis of the three major theories of sociology. 5. Applying the major research methods used to study group behavior in sociology.	1. What is sociology and how does it fit in the social sciences? 2. Who were the major contributors to the development of sociology? 3. How do the three major perspectives approach the study of sociology? 4. How do sociologists do research?

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Unit	Duration	Transfer Goals	Enduring Understandings	Essential Questions
Unit 2: Culture	4 weeks	1. Explain the role of culture in society; to outline the influences of culture on a society; to describe how culture develops and changes over time. 2. Define characteristics of subcultures. 3. Identify cultural diversity.	1. The study of political, social, and economic institutions reveals both continuity and change over time. 2. The study of human societies and civilizations reveals the values, beliefs and institutions of its people.	1. What are the key components of culture? 2. How do diversity and change affect culture? 3. How do norms and values impact a culture?

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Unit	Duration	Transfer Goals	Enduring Understandings	Essential Questions
Unit 3: Social Structure	5 weeks	- Describe how societies are structured. - Explain social structure. - Explain how individuals behave in roles and describe clashes between different roles. - Describe the difference in types of statuses. - Describe features of different types of societies.	- Society in terms of its competing groups and social classes. - The rise, formation, and the nature of different social groups such as different races, ethnicities, religious groups, classes, and other socially vulnerable groups. - Reasons/concepts that explain how these competing groups shape the processes of social change. - The idea that society is stratified into different social classes.	- What are the components of social structure? - How is society organized? - How are roles and statuses interrelated? - What is role conflict? How can it be solved? - What are the definitions of types of groups? How does group membership influence student behavior? - To what extent are societies unequal?
Unit 4: Deviance	2 weeks	- Understand how sanctions are used to maintain the social order in a society, - Understand the difference between deviance and crime.	- Causes of deviant behavior. - Relationship between conformity, deviance, and social control. - Understanding different theories of deviance.	- What is deviance? - How does society identify and deal with criminal behavior?

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Unit	Duration	Transfer Goals	Enduring Understandings	Essential Questions
Unit 5: Social Change and Collective Behavior	1 week- 1 ½ weeks	1. Identify core themes of social movements within the 20th and 21st century. 2. Evaluate different platforms for activism and the role of social media in protest. 3. Recognize patterns within and across different decades of activism. 4. Collaborate to consider accomplishments of civil rights activists and the enduring obstacles to racial equality in the United States. 5. Identify characteristics of a social problem	1. Social change can be brought about by people organized into social movements. 2. History often repeats itself. Recognizing the patterns of the past can help us better understand the present and prepare for the future.	1. What factors influence social change? 2. What influences collective behavior?