Pequea Valley School District
Social Studies

Unit 1: An Introduction to Sociology **Course: Sociology** **Grade: 9 - 12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Enduring Understanding: *Sociology* is the *study of society* and *social interactions* between people. The insights drawn about *patterns of behavior help us understand* how society progresses and changes. There are (3) main theories in studying society: Functionalism, Conflict Theory, Symbolic Interaction

Unit Essential Question(s):

What is Sociology?

Ch 1.1

- What is the Sociological Perspective
- How do group behavior and individual behavior differ?
- What is gained by using the sociological imagination?

Ch 1.2 The Origins of Sociology

- What were the theories of the pioneers of sociology?
- What were the contributions of the early American sociologists?

Ch 1.3 Theoretical Perspectives

- How does Functionalism explain social stability and change?
- How does the Conflict perspective explain social change?
- How does Symbolic Interactionism explain social change?

Keystone Eligible Content/PA Core Standard

1.1: Identify sociology as a scientific field of inquiry

1.2: Compare and contrast the sociological perspective and how it differs from other social sciences

1.3: Evaluate the strengths and weaknesses of the major methods of sociological research

1.4: Identify, differentiate among, and apply a variety of sociological theories

Pacing: Approximate number of class sessions per unit

- 45 Days

Tier 3 Vocabulary (Content specific vocabulary)
Sociology, Society, Social Structure, Sociological Perspective, Sociological Imagination, Positivism, Social Statics, Social Dynamics, Bourgeoisie, Capitalist, Proletariat, Class Conflict, Mechanical Solidarity, Organic Solidarity, Verstehen, Theoretical Perspective, Functionalism, Manifest Functions, Latent Functions, Dysfunction, Conflict Perspective, Power, Symbolic Interactionism, Dramaturgy

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- SEE VOCABULARY AND ESSENTIAL QUESTIONS ABOVE

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

Enduring Understanding: *Sociology* is the *study of society* and *social interactions* between people. The insights drawn about *patterns of behavior help us understand* how society progresses and changes. There are (3) main theories in studying society: Functionalism, Conflict Theory, Symbolic Interaction

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

Learners will be able to:

- Explain the sociological perspective
- Outline the historical origins of sociology
- Describe the usefulness of theoretical perspective
- Explain the differences between sociology and the other social sciences
- Describe how to utilize the sociological imagination
- Describe key concepts of sociology
- Analyze the role of sociological theories in explaining social change

Software/Resources:

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 2: Social Structure: Culture, Institutions and Society **Course: Sociology** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Enduring Understanding: Culture influences how individuals view reality and influences collective behavior.

Unit Essential Question(s):

How Does Culture Influence Society?

- Ch 3.1
  - How does culture influence human behavior?
  - How does heredity influence human behavior?
- Ch 3.2
  - How do symbols and language define culture?
  - How does language shape perceptions of the world?
- Ch 3.3
  - What are the three basic types of norms?
  - What are formal and informal sanctions?
  - What are values, and why are they important?
  - What values shape the lives of Americans?
- Ch 3.4
  - What is the difference between material and non-material culture?
  - How is real culture different than ideal culture?
- Ch 3.5
  - Why does culture change?
  - What are subcultures and countercultures?
  - How does ethnocentrism affect perception?
  - What are cultural universals, and why do they exist?

How is society organized?
How does the way in which a society is structured affect human relationships?

- Ch 5.1
  - What is social structure?
  - What do sociologists mean by status?
- Ch 5.2
  - What are rights and obligations?
  - What is role performance?
  - How does role diversity lead to conflict and strain?
- Ch 5.3
  - What defines a society?
  - What are two key features of an industrial society?
  - What are the characteristics of a postindustrial society?

Supporting Concepts - Enduring Understanding

- Ch 11: Although family structures vary widely, the family is the fundamental social institution in all societies.
- Ch 12: Schools serve many purposes beyond educating students, such as socializing students and teaching values, norms, and beliefs.
- Ch 13: Political systems and economic systems are composed of social structures that exert power and authority in society.
- Ch 14: Religion is concerned with sacred things but also plays many roles in society, such as encouraging a sense of unity, inhibiting or encouraging social change, and providing stability and security in an uncertain existence.

Keystone Eligible Content/PA Core Standard

2.1: Describe the components of culture

2.2: Analyze how culture influences individuals, including themselves

2.3: Evaluate important social institutions and how they respond to social needs

2.4: Assess how social institutions and cultures change and evolve

Pacing: Approximate number of class sessions per unit

- 25 Days

Tier 3 Vocabulary (Content specific vocabulary)

Culture, Society, Instincts, Reflex, Drive, Sociobiology, Hypothesis of Linguistic Relativity, Folkways, Mores, Taboo, Law, Sanctions, Formal Sanctions Informal Sanctions, Values, Non-Material Culture, Material Culture, Beliefs, Ideal Culture, Real Culture, Social Structure, Status, Ascribed Status, Achieved Status, Status Set, Master Status, Role, Right, Obligation, Role Performance, Social Interaction, Role Conflict, Role Strain, Industrial Society, Urbanization, Social Solidarity, Mechanical Solidarity, Organic Solidarity, Postindustrial Society

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- SEE VOCABULARY AND ESSENTIAL QUESTIONS ABOVE

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

Enduring Understanding: Culture influences how individuals view reality and influences collective behavior.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

Learners will be able to:

- Explain the role of culture in society.
- Outline the influences of culture on society.
- Describe how culture develops and changes over time.
- Describe how culture explains human behavior.
- Explain how sociobiologists view human behavior.
- Explain how symbols and language define culture.
- Describe how language shapes perceptions of the world
- Explain the three basic types of norms.
- Describe what values are and why they are important.
- Describe the difference between material culture and non-material culture.
- Explain how real culture differs from ideal culture.
- Explain why culture changes.
- Describe subcultures and countercultures.
- Define ethnocentrism.
- Explain cultural universals and why they exist

Software/Resources:

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

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Unit 3: Social Relationships: Self, Groups and Socialization **Course: Sociology** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Enduring Understanding: Many agents - including family, peers, and the mass media - play a role in socialization, a process that occurs throughout a person's lifetime

Enduring Understanding: Various types of groups serve different personal and societal purposes, such as developing individual identities or working together to achieve a common goal.

Unit Essential Question(s)

What factors influence an individual's development?

- 4.1
  - Why is socialization important?
  - How can a lack of socialization affect children?
- 4.2
  - How do functionalism and the conflict perspective explain socialization?
  - How does symbolic interactionism explain socialization?
- 4.3
  - What is the family's role in socialization?
  - What is religion's role in socialization?
  - What role does the mass media play in socialization?
- 4.5
  - What are desocialization and resocialization?
  - How does anticipatory socialization lead to voluntary change?

How do groups function as units of society?

- 6.1
  - How are groups, categories, and aggregates different?
  - What is a primary group?
  - How is a secondary group different from a primary group?
- 6.2
  - What are reference groups, in-groups, and out-groups?

- 6.3
    - Why do people cooperate?
    - How can conflict benefit society?
    - What is groupthink?

Keystone Eligible Content/PA Core Standard

3.1: Describe the process of socialization across the life course.
3.2: Explain the process of the social construction of the self.
3.3: Examine the social construction of groups and their impact on the life chances of individuals

Pacing: Approximate number of class sessions per unit

- 20 Days

Tier 3 Vocabulary (Content specific vocabulary)

Socialization, Self-Concept, Looking-Glass Self, Significant Others, Role Taking, Imitation Stage, Play Stage, Game Stage, Generalized Other, Me, I, Hidden Curriculum, Peer Group, Mass Media, Total Institution, Desocialization, Resocialization, Anticipatory Socialization, Reference Group, Social Category, Social Aggregate, Primary Group, Primary Relationship, Secondary Group, Secondary Relationship, Reference Group, In-Group, Out-Group, Social Network, Cooperation, Conflict, Social Exchange, Coercion, Conformity, Groupthink

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- SEE VOCABULARY AND ESSENTIAL QUESTIONS ABOVE

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

Enduring Understanding: Many agents - including family, peers, and the mass media - play a role in socialization, a process that occurs throughout a person's lifetime.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies.***

Learners will be able to:

- Explain the concept of socialization and how it affects individuals.
- Describe the process of role taking.
- Analyze how different agents affect socialization.
- Explain the term socialization

- Analyze the role socialization plays in development
- Describe the effects of extreme isolation on the socialization of children.
- Explain how functionalism and conflict theory view socialization.
- Differentiate between various theories of self and self-idea development.
- Analyze socialization situations through multiple theoretical lenses.
- Explain how initial socialization of children happens in the family.
- Describe how other institutions like schools act as agents of socialization.
- Describe the process of desocialization and resocialization as used in total institutions.
- Explain how peer groups encourage anticipatory socialization.
- Describe the characteristics of primary and secondary groups.
- Outline the differences between cooperation, conflict, coercion and conformity.
- Describe groups, categories, and aggregates.
- Explain the differences between primary and secondary groups.
- Explain the value of reference groups.
- Define social networks.
- Describe the ways people use social networks.
- Explain the utility of cooperation
- Outline the differences between cooperation, conflict, coercion, and conformity
- Define conformity and its social effects

Software/Resources:

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.