Sociology

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☑ 10 ☑ 11 ☑ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** Sociology		
Course Title:	Sociology		
Prerequisite(s):	N/A		
Course Description: *Program of Studies*	Sociology is the study of social life, social change, and the social causes and consequences of human behavior. In this semester's elective, students will investigate the structure of groups, organizations, and societies and how people interact within contexts. Since all human behavior is social, the subject matter of sociology could range from the intimate family to the hostile mob, from organized crime to religious traditions, and from the divisions of race, gender, and social class to the shared beliefs of a common culture. Sociology is a science that uses research methods to investigate the social world. Sociological inquiry must examine what meanings people give to the behaviors, objects, and interactions that are present in each culture and society. It uses the scientific method, is based on critical thinking, and requires students to examine how they are influenced by their social positions.		
Course Essential Questions:	● In what ways do sociologists use different approaches, scientific practices, research methods, and data interpretation to study group behavior? ● How does culture emerge, develop, and shape individuals, institutions, and societies, and how does the acceptance or rejection of a culture shape and impact specific groups? ● What are the factors that shape society and determine one's status within it?		

	● To what extent do class, race/ethnicity, disability, and gender contribute to inequality and limit status and access to resources, and how do groups bring about societal change to bring equality?
Course Enduring Understandings:	● Sociology is the scientific study of society and social interactions, focusing on social structures and group behavior. ● The fundamental structures, institutions, and values that make up society are the essential frameworks, organizations, and principles that shape social organization and collective behavior. ● Society and culture play a significant role in creating change and social progress. ● The fundamental sociological theories (functionalism, conflict theory, and symbolic interactionism) provide different lenses for interpreting social behavior and social structures. ● Culture is a set of shared beliefs, customs, and practices - passed down from one generation to the next. ● Accepted behaviors considered "normal" are those that are expected within a particular society or context. ● Subcultures and countercultures develop within a society as smaller cultural groups that emerge through shared interests, experiences, or values that are considered distinct identities from within the larger society. ● Sociologists analyze socialization by examining the contexts in which it occurs (e.g., culture, institutions, social structures) and the results produced in individuals' behaviors, identities, and standing within a society. ● Society is organized by structures that provide organization and shape patterns of behaviors and expectations among groups and individuals. ● Individuals occupy multiple statuses at a time, which influence interactions, roles, and behaviors. ● Social groups impact individuals' values, behaviors, and belief systems. ● Social stratification creates unequal access to resources and opportunities. ● Individuals often experience conflict/strain while navigating multiple roles and statuses. ● Social inequality is demonstrated by social stratification and unequal distributions in wealth, income, status, education, access to healthcare, and political power or representation. ● There are numerous theories regarding social inequality, with strengths and limitations to each approach, brought upon by the foundational sociological perspectives of functionalism, conflict theory and symbolic interactionism.

	• Social change can occur through collective action, both at the local and national/global levels, as noted through historical case studies (e.g. civil rights movements, women's rights movements, labor movements, etc.).	
Duration: **Credit:**	☑ Semester ☐ Full-Year	☑ 0.5 Credit (s) ☐ 1.0 Credit(s) ☐ 1.5 Credit(s)
Course Materials/Resources:	McGraw-Hill: *Sociology: A Brief Introduction*	
FPS Course Academic Expectation(s):	☐ Exploring and Understanding (EU) ☑ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)	
Year at a Glance (Units):	**Unit 1:** Sociological Perspective & Research Methods (~2-3 weeks) **Unit 2:** Culture, Institution & Society (~5-6 weeks) **Unit 3:** Status & Social Structure (~5-6 weeks) **Unit 4:** Social Inequality & Social Change (~4-5 weeks)	

Unit Number and Title:	**Unit 1:** Sociological Perspective & Research Methods
Duration:	~2-3 weeks
Resource(s):	McGraw-Hill: *Sociology & You* (Student Edition)
Unit Overview:	This unit introduces students to the foundational principles of sociology. Students will explore the central questions and scientific methods that define sociology, gaining insight into how the discipline differs from other branches of the social sciences. The course highlights sociology's dual identity as both a basic and applied science, showing how sociological knowledge evolves in response to changing social conditions. Students will examine the role of theory in sociology and learn how diverse research methods, such as surveys, interviews, participant observation, content analysis, and historical-comparative analysis, are used to investigate sociological questions. Emphasis is placed on the relationship between theoretical frameworks and methodological approaches.
Learning Goals	
Standard(s):	*American Sociological Standards for High School Students* ASA Domain 1.1 and 1.2 Identify sociology as a scientific field of inquiry and compare and contrast how it differs from other social sciences ASA Domain 1.4 Identify, differentiate among, and apply a variety of sociological theories. ASA Domain 2.1 and 2.2 Describe the components of culture and explain how culture influences individuals, including themselves *CT Social Studies Standards* CG.Civ.2.C Analyze the role of individuals, groups, the media in shaping political participation in the United States over time US.His.5.b. Analyze the role of popular culture, subculture, and counterculture in shaping public perception of national identity during the post-World War II era (e.g., Beat Generation, Rock and Roll, Motown, Jazz, Hippies, television sitcoms, Hollywood films). US.His.2.a. Analyze how innovations in the application of technology contributed to cultural and

	political diffusion (e.g., televangelism, Music Television, personal computing, Hip Hop music, cable television, political talk radio). *NCSS Inquiry Standards* US.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives. US.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
Essential Question(s):	In what ways do sociologists use different approaches, scientific practices, research methods, and data interpretation to study group behavior?
Enduring Understanding(s):	● Sociology is the scientific study of society and social interactions, focusing on social structures and group behavior. ● The fundamental structures, institutions, and values that make up society are the essential frameworks, organizations, and principles that shape social organization and collective behavior. ● Society and culture play a significant role in creating change and social progress. ● The fundamental sociological theories (functionalism, conflict theory, and symbolic interactionism) provide different lenses for interpreting social behavior and social structures.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the empirical basis of sociology. ○ differentiation from other social sciences ■ Political, Economic, Psychological ● the importance of sociology in shaping behavior. ○ the-sociological perspective ○ the sociological imagination ■ "Verstehen"

	● the core sociological concepts. ○ social interaction ○ social structure ○ social change ● the fundamental sociological theories. ○ functionalism ○ conflict theory ○ symbolic interactionism ○ dramaturgy ○ exchange-rational choice ○ feminist theory ● the fundamentals of the research process in sociology. ○ scientific method ○ stages of research ○ qualitative vs. quantitative research ○ inductive vs. deductive reasoning ○ ethical research approaches. ● understanding the challenges and complexities of studying human behavior scientifically. ○ noting patterns between group behavior versus individual behavior **Skills:** (Students will be able to…) ● distinguish the differences between sociology and other social sciences. ● identify sociology as a scientific field of inquiry by applying use of the scientific method. ● identify and apply different sociological theories (e.g., functionalism, conflict theory, symbolic interactionism, exchange-rational choice, and feminist theory). ● determine the types of research methods used in sociological research and evaluate the extent to which the research meets ethical guidelines. ● apply the key components of the scientific method and conduct research (e.g., hypotheses, variables, sampling, reliability/validity, etc.) ● deliberate upon the importance of research ethics in the field of sociology and the social

	sciences. ● communicate and collaborate upon sociological ideas, topics, and findings by utilizing course-specific terminology and citing credible sources.

Unit Number and Title:	**Unit 2:** Culture, Institution & Society
Duration:	~5-6 weeks
Resource(s):	McGraw-Hill: *Sociology: A Brief Introduction*
Unit Overview:	The unit introduces students to the concept of culture, defined as the shared beliefs, rituals, behaviors, and values of a group. These cultural elements shape human thought and behavior, from deeply embedded mental models and moral codes to outward expressions like rituals and language. Students will analyze how culture operates across a range of social settings, from intimate cliques to complex national societies. Finally, students will explore socialization as the lifelong process through which individuals learn to become functioning members of society. This process not only helps individuals navigate their social worlds but also ensures the continuity of cultural values and norms over time.
Learning Goals	
Standard(s):	*American Sociological Standards for High School Students* ASA Domain 3.1 Students will describe the process of socialization across the life course. ASA Domain 3.2 Students will explain the process of the social construction of the self. ASA Domain 3.3 Students will examine the social construction of groups and their impact on the life chances of individuals. *CT SS Standards* C.G.Civ. 5b Evaluate the effectiveness of strategies used by individuals, groups or institution in addressing a social problem at the local, state, tribal, or international level. *NCSS Inquiry Standards* US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources. US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).

	US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).
Essential Question(s):	How does culture emerge, develop, and shape individuals, institutions, and societies, and how does the acceptance or rejection of a culture shape and impact specific groups?
Enduring Understanding(s):	● Culture is a set of shared beliefs, customs, and practices - passed down from one generation to the next. ● Accepted behaviors considered "normal" are those that are expected within a particular society or context. ● Subcultures and countercultures develop within a society as smaller cultural groups that emerge through shared interests, experiences, or values that are considered distinct identities from within the larger society. ● Sociologists analyze socialization by examining the contexts in which it occurs (e.g., culture, institutions, social structures) and the results produced in individuals' behaviors, identities, and standing within a society.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● how sociologists define and study culture in various types of groups and societies. ○ ethnocentrism ○ subcultures ○ countercultures ○ global culture. ● cultural aspects that shape daily life. ○ norms ○ schema ○ values ● the primary agents of socialization, why they are influential, and the various theories. ○ family, peers, religion, mass media, education ○ early life socialization process versus adolescence, adulthood, later adulthood ● the social construction of identity and self.

	○ concepts of resocialization and desocialization ○ "The Looking Glass Self" ○ "I" versus "me" ○ role-taking ○ generalized other ○ significant other ● how social patterns are created, maintained, and/or changed by cultural, societal, and institutional adaptations over time. ○ discovery ○ diffusion ○ invention ● how to apply major sociological perspectives in order to interpret issues. ○ cultural ○ institutional ○ societal **Skills:** (Students will be able to…) ● differentiate between cultural, institutional, and societal elements. ● analyze the components of culture within various groups and societies. ● compare and contrast world cultures and institutions to American cultural and institutional practices (similarities and differences). ● explain how norms, values, and schemas shape a culture and are observed in daily life and the media. ● understand how conformity and social control within culture, institutions, and society shape group behavior and expectations. ● reflect upon their own cultural experiences and the broader societal patterns within their communities (e.g., through writing, speaking, etc.). ● participate in dialogue about the institutional divide and discuss potential solutions to affect change.

Unit Number and Title:	**Unit 3:** Status & Social Structure
Duration:	~5-6 weeks
Resource(s):	McGraw-Hill: *Sociology & You* (Student Edition)
Unit Overview:	This unit explores the concepts of status and social structure by examining how society is organized and how individuals fit within that system. Students will examine how statuses and roles change over time, as well as how social structures are established. Students will analyze the impact of ascribed/achieved status, role conflict/strain, and social interaction. This unit will also address how social structures can maintain societal stability while initiating the need for change. Students will ultimately gain a deeper understanding of the social structures in their lives while recognizing how roles and statuses can shape their standing within them.
Learning Goals	
Standard(s):	*American Sociological Standards for High School Students* ASA Domain 2.3 Students will evaluate important social institutions and how they respond to social needs. ASA Domain 2.4 Students will assess how social institutions and cultures change and evolve. ASA Domain 3.3 Students will examine the social construction of groups and their impact on the life chances of individuals. *CT Social Studies Standards* MW.Geo.8.a. Evaluate how the growth of the global economy has led to changes in settlement patterns (e.g., urbanization, resource scarcity, immigration, emigration, war, industrial waste). CG.Civ. 5.a. Evaluate the relationship between law-making, enforcement, and interpretation in balancing the rights of the individual with the well-being of society. US.Eco.13.a.Explain why investments in infrastructure and industry expanded consumer culture and increased standards of living in the United States (e.g., housing access, mass production, urbanization, utilities). CG.Civ.5.c. Evaluate the role of the media in addressing social and political problems or influencing elections (e.g., fourth estate, media bias, concentration of media ownership).

	NCSS Inquiry Standards CG.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives. CG.Inq.1.c. Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.
Essential Question(s):	What are the factors that shape society and determine one's status within it?
Enduring Understanding(s):	● Society is organized by a structure that provides organization and shapes patterns of behaviors and expectations among groups and individuals. ● Individuals occupy multiple statuses at a time, which influence interactions, roles, and behaviors. ● Social groups impact individuals' values, behaviors, and belief systems. ● Social stratification creates unequal access to resources and opportunities. ● Individuals often experience conflict/strain while navigating multiple roles and statuses.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the key components within social structure. ○ status ○ roles ○ groups ○ social institutions ● how statuses are assigned and earned. ○ achieved status ○ ascribed status ● how statuses and roles guide human interaction and contribute to social order and hierarchy. ○ role sets ○ master stats ● the various types of groups and their influence on individuals and society. ○ primary/secondary groups

	○ in-groups/out-groups ● how various statuses are facilitated and perpetuated by societal expectations. ○ norms ○ rights ○ obligations ● how various statuses often keep individuals from accomplishing their responsibilities. ○ role conflict ○ role strain **Skills:** (Students will be able to…) ● investigate the multiple roles and statuses people occupy. ● compare and contrast different statuses, roles, groups, and social institutions. ● evaluate the effects of social structure on individual identity and social standing. ● describe how status and role expectation guide human interactions and societal expectations. ● demonstrate an understanding of role conflict and role strain, where challenges to achieve expectations are attached to individuals occupying multiple roles simultaneously. ● assess how social structure contributes to social order and predictability. ● critically reflect upon status and social structures within their own environments in order to gauge how opportunities are enhanced or limited by them.

Unit Number and Title:	**Unit 4:** Social Inequality & Social Change
Duration:	~4-5 weeks
Resource(s):	McGraw-Hill: *Sociology: A Brief Introduction*
Unit Overview:	This unit explores the structures and consequences of social inequality as well as the drive for social change. This unit demonstrates how factors such as class, race, gender, education, and status contribute to unequal access to opportunities and resources. Additionally, this unit analyzes the role of social institutions in perpetuating these social and economic disparities. Finally, this unit culminates with students questioning how they can impart social change both in a local and global context.
Learning Goals	
Standard(s):	*American Sociological Standards for High School Students* ASA Domain 4.1 and 4.2 Students will identify common patterns of social inequality. Students will analyze the effects of social inequality on groups and individuals. ASA Domain 4.3 and 4.4 Students will explain the relationship between social institutions and inequality. Students will assess responses to social inequality. *CT Social Studies Standards* MW.Civ.12.a. Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism). US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory. CG.Civ.5.b. Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal, national, and/or international level (e.g., social protest movements, get-out-the-vote campaigns, conscious consumerism). CG.Civ.13.a. Evaluate how a regulation or law can create or eliminate systemic inequalities involving race, gender and sexuality, ability, socio-economic status, belief systems, or access to resources (e.g., gerrymandering, 14th Amendment, Plessy v. Ferguson, poll taxes, Sheff v. O'Neill, Voting Rights Act of 1965, Rehabilitation Act).

	NCSS Inquiry Standards CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). CG.Inq.4.e. Analyze the characteristics and causation of local, regional, and global problems issues using a multidisciplinary lens. CG.Inq.4.f. Evaluate and implement strategies for individual and collective action to address local, regional, and global problems in classrooms, schools, and out-of-school civic contexts.
Essential Question(s):	To what extent do class, race/ethnicity, disability, and gender contribute to inequality and limit status and access to resources, and how do groups bring about societal change to bring equality?
Enduring Understanding(s):	● Social inequality is demonstrated by social stratification and unequal distributions in wealth, income, status, education, access to healthcare, and political power or representation. ● There are numerous theories regarding social inequality, with strengths and limitations to each approach, brought upon by the foundational sociological perspectives of functionalism, conflict theory and symbolic interactionism. ● Social change can occur through collective action, both at the local and national/global levels, as noted through historical case studies (e.g. civil rights movements, women's rights movements, labor movements, etc.).
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the inequalities surrounding opportunity and access to resources. ○ social inequality ○ social stratification ● the various sources of social inequality. ○ class ○ race

- gender
- education

- the impact of social institutions and their policies on perpetuating social inequality.
  - power
    - political
    - economic
    - social/cultural
- factors reinforcing social stratification.
  - social groups
  - identity
- how primary social movements can institute change, especially in relation to injustice.
  - social movements
  - revolutionary movements
  - reformative movements
  - redemptive movements
  - alternative movements
- the root causes of inequality and injustice.
  - economic stratification
  - discriminatory policies
  - pay gap inequality
  - access to education

Skills: (Students will be able to…)

- identify patterns of inequality and propose solutions to issues related to status and social structure.
- analyze and evaluate the various theories regarding social inequality carry through their strengths and limitations.
- provide evidence of social change from a historical lens by evaluating social movements (e.g., civil rights movements, women's rights movements, labor movements, etc.).
- reflect on personal experiences and connect them to the sociological topics of status and social

	structure. ● evaluate the effectiveness of social movements in modern history in pushing for social change. ● conduct research on local, national, and/or global issues related to social inequality and will propose solutions to rectify these issues.