Board Approved
August 19, 2013

Wilson Area School District
Planned Course Guide

Title of planned course: Sociology

Subject Area: Social Studies

Grade Level: 9-12

Course Description: Sociology is a social science that studies human society and social behavior. This course will look at how people relate to one another and influence each other's behavior predominately in group interactions. Students will be challenged to see beyond commonly held beliefs to the hidden meanings behind human interactions.

Time/Credit for this Course: Full year/ 1 credit

Curriculum Writing Committee: Eric Budge, Thomas Ruhf

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Curriculum Map

August:	Unit I: Introduction to Sociology
September:	Unit I: Introduction to Sociology Unit II: Cultural Conformity and Diversity
October:	Unit II: Cultural Conformity and Diversity Unit III: Deviance
November:	Unit IV: Racial and Ethnic Relations
December:	Unit V: Gender Roles
January:	Unit VI: The Family
February:	Unit VII: Education and Religion
March:	Unit VIII: Science and Politics
April:	Unit IX: Technology and Mass Media
May:	Unit X: Social Anthropology
June:	Unit X: Social Anthropology

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Wilson Area School District
Planned Course Materials

Course Title: Sociology

Textbook: Sociology: The Study of Human Relationships (2010). Holt McDougal.

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Curriculum Scope & Sequence

Planned Course: Sociology

Unit I: Introduction to Sociology

Time frame: 2-3 Weeks

Common Core State Standards:

CC.8.5; CC.8.6:

Anchor(s) or adopted anchor:

- Basic Geographic Literacy: **7.1.12.A, 7.1.12.B**
- Human Characteristics of Places and Regions Anchor: **7.3.12.A**
- Historical Analysis and Skills Development Anchors: **8.1.12.A, 8.1.12.B, 8.1.12.C**
- World History Anchors: **8.4.12.A, 8.4.12.C**
- Principles and Documents of Government Anchor**: 5.1.12.C**
- How International Relationships Function Anchor: **5.1.12.C**

Essential content/objectives: At end of the unit, students will be able to:

- Define sociology
- Describe the main components of sociology
- Compare and contrast sociology with other social sciences
- Identify and explain the major theoretical perspectives of sociology
- Define culture (material and nonmaterial)
- Identify and describe the primary components of culture
- Compare and contrast material culture and nonmaterial culture
- Identify and describe cultural universals
- Analyze patterns of cultural universals
- Define, explain, and analyze ethnocentrism
- Define, explain, and analyze cultural relativism
- Identify, analyze, and explain factors that create variations among and within cultures

Core Activities: Students will complete/participate in the following:

- Unit note/information gathering
- Class discussions
- Independent student assignments
- Cooperative student assignments
- Unit quizzes
- Unit project
- Unit test

Instructional Methods:

- Direct Instruction
- Cooperative Learning
- Independent Learning
- Technology-based Learning

Materials & Resources:

- Teacher-made instructional materials and resources
- Textbook
- Primary Sources (i.e., documents, articles, books, videos)
- Secondary Sources (i.e., documents, articles, books, videos)
- Technology (i.e., computers, videos, smart phones/devices)

Assessments:

- Unit test
- Unit quizzes
- Unit project
- Independent student assignments
- Cooperative student assignments

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Curriculum Scope & Sequence

Planned Course: Sociology

Unit II: Cultural Conformity and Diversity

Time frame: 4 Weeks

Common Core State Standards:

CC.8.5, CC.8.6:

Anchor(s) or adopted anchor:

- Basic Geographic Literacy: **7.1.12.A, 7.1.12.B**
- Human Characteristics of Places and Regions Anchor: **7.3.12.A**
- Historical Analysis and Skills Development Anchors: **8.1.12.A, 8.1.12.B, 8.1.12.C**
- World History Anchors: **8.4.12.A, 8.4.12.C**
- Principles and Documents of Government Anchor**: 5.1.12.C**
- How International Relationships Function Anchor: **5.1.12.C**

Essential content/objectives: At end of the unit, students will be able to:

- Identify and describe the core values that formed the foundation of American culture
- Identify and describe values that have attributed to a shift in American culture since 1970
- Define society "norms"
- Identify and analyze society norms, comparing and contrasting norms amongst cultures
- Explain how specific society norms are enforced
- Define, compare, and contrast positive sanctions, negative sanctions, formal sanctions, and informal sanctions
- Identify and explain the main sources of social change
- Describe core factors that attribute to the resistance of social change
- Recall and explain two components of social structure that affect human interaction
- Identify, analyze, and describe different types of societies in the 21st Century
- Explain the purposes that groups fulfill
- Recall and describe the four factors that affect the development of personality
- Describe the effects of isolation in a child's development
- Explain how a person's sense of "self" emerges
- Identify and describe the theories that have been put forth to the process of socialization

- Identify and explain the core agents of socialization in the United States
- Explain the importance of family and education in a society
- Explain how adolescents developed as a distinct age of the life cycle in the United States
- Evaluate and summarize the functions and role dating plays in society
- Identify, analyze, and describe core problems/issues teenagers face in society

Core Activities: Students will complete/participate in the following:

- Unit note/information gathering
- Class discussions
- Independent student assignments
- Cooperative student assignments
- Unit quizzes
- Unit project
- Unit test

Instructional Methods:

- Direct Instruction
- Cooperative Learning
- Independent Learning
- Technology-based Learning

Materials & Resources:

- Teacher-made instructional materials and resources
- Textbook
- Primary Sources (i.e., documents, articles, books, videos)
- Secondary Sources (i.e., documents, articles, books, videos)
- Technology (i.e., computers, videos, smart phones/devices)

Assessments:

- Unit test
- Unit quizzes
- Unit project
- Independent student assignments
- Cooperative student assignments

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Curriculum Scope & Sequence

Planned Course: Sociology

Unit III: Deviance

Time frame: 2-3 Weeks

Common Core State Standards:

CC.8.5, CC.8.6

Anchor(s) or adopted anchor:

- Basic Geographic Literacy: **7.1.12.A, 7.1.12.B**
- Human Characteristics of Places and Regions Anchor: **7.3.12.A**
- Historical Analysis and Skills Development Anchors: **8.1.12.A, 8.1.12.B, 8.1.12.C**
- World History Anchors: **8.4.12.A, 8.4.12.C**
- Principles and Documents of Government Anchor**: 5.1.12.C**
- How International Relationships Function Anchor: **5.1.12.C**

Essential content/objectives: At end of the unit, students will be able to:

- Define deviance
- Explain the nature and social function of deviance
- Identify and analyze the proposed theories to explain deviance
- Analyze and describe types of crime in the United States
- Compare and contrast crimes in the United States to crimes in other world cultures
- Identify and explain the characteristics of the American criminal justice system
- Compare and contrast the justice system in the United States to justice systems of other world cultures

Core Activities: Students will complete/participate in the following:

- Unit note/information gathering
- Class discussions
- Independent student assignments
- Cooperative student assignments
- Unit quizzes
- Unit project
- Unit test

Instructional Methods:

- Direct Instruction
- Cooperative Learning
- Independent Learning
- Technology-based Learning

Materials & Resources:

- Teacher-made instructional materials and resources
- Textbook
- Primary Sources (i.e., documents, articles, books, videos)
- Secondary Sources (i.e., documents, articles, books, videos)
- Technology (i.e., computers, videos, smart phones/devices)

Assessments:

- Unit test
- Unit quizzes
- Unit project
- Independent student assignments
- Cooperative student assignments

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Curriculum Scope & Sequence

Planned Course: Sociology

Unit IV: Racial and Ethnic Relations

Time frame: 4 Weeks

Common Core State Standards:

CC.8.5, CC.8.6

Anchor(s) or adopted anchor:

- Basic Geographic Literacy: **7.1.12.A, 7.1.12.B**
- Human Characteristics of Places and Regions Anchor: **7.3.12.A**
- Historical Analysis and Skills Development Anchors: **8.1.12.A, 8.1.12.B, 8.1.12.C**
- World History Anchors: **8.4.12.A, 8.4.12.C**
- Principles and Documents of Government Anchor**: 5.1.12.C**
- How International Relationships Function Anchor: **5.1.12.C**

Essential content/objectives: At end of the unit, students will be able to:

- Define: race, ethnicity, and minority group
- Identify and describe the characteristics that distinguish minority groups from one another
- Distinguish between discrimination and prejudice
- Identify and analyze the origins of stereotypes and/or prejudices
- Recall and explain the most common patterns of minority group treatment
- Analyze and describe the evolution of racial and ethnic relations throughout the world
- Analyze and describe the evolution of racial and ethnic relations in the United States
- Describe the interactions between different groups and cultures in the United States
- Analyze and explain the impact of sports and popular culture amongst different groups and cultures in the United States

Core Activities: Students will complete/participate in the following:

- Unit note/information gathering
- Class discussions
- Independent student assignments
- Cooperative student assignments
- Unit quizzes
- Unit project
- Unit test

Instructional Methods:

- Direct Instruction
- Cooperative Learning
- Independent Learning
- Technology-based Learning

Materials & Resources:

- Teacher-made instructional materials and resources
- Textbook
- Primary Sources (i.e., documents, articles, books, videos)
- Secondary Sources (i.e., documents, articles, books, videos)
- Technology (i.e., computers, videos, smart phones/devices)

Assessments:

- Unit test
- Unit quizzes
- Unit project
- Independent student assignments
- Cooperative student assignments

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Curriculum Scope & Sequence

Planned Course: Sociology

Unit V: Gender Roles

Time frame: 3 Weeks

Common Core State Standards:

CC.8.5, CC.8.6

Anchor(s) or adopted anchor:

- Basic Geographic Literacy: **7.1.12.A, 7.1.12.B**
- Human Characteristics of Places and Regions Anchor: **7.3.12.A**
- Historical Analysis and Skills Development Anchors: **8.1.12.A, 8.1.12.B, 8.1.12.C**
- World History Anchors: **8.4.12.A, 8.4.12.C**
- Principles and Documents of Government Anchor**: 5.1.12.C**
- How International Relationships Function Anchor: **5.1.12.C**

Essential content/objectives: At end of the unit, students will be able to:

- Identify and describe the evolution of gender roles in the United States since 1700
- Analyze and explain how gender roles affect job opportunities for men and women in the United States
- Compare and contrast gender roles in the United States to gender roles in different cultures throughout the world
- Analyze and explain how gender roles are influenced by socialization amongst a culture(s)

Core Activities: Students will complete/participate in the following:

- Unit note/information gathering
- Class discussions
- Independent student assignments
- Cooperative student assignments
- Unit quizzes
- Unit project
- Unit test

Instructional Methods:

- Direct Instruction
- Cooperative Learning
- Independent Learning
- Technology-based Learning

Materials & Resources:

- Teacher-made instructional materials and resources
- Textbook
- Primary Sources (i.e., documents, articles, books, videos)
- Secondary Sources (i.e., documents, articles, books, videos)
- Technology (i.e., computers, videos, smart phones/devices)

Assessments:

- Unit test
- Unit quizzes
- Unit project
- Independent student assignments
- Cooperative student assignments

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Curriculum Scope & Sequence

Planned Course: Sociology

Unit VI: The Family

Time frame: 4 Weeks

Common Core State Standards:

CC.8.5, CC.8.6

Anchor(s) or adopted anchor:

- Basic Geographic Literacy: **7.1.12.A, 7.1.12.B**
- Human Characteristics of Places and Regions Anchor: **7.3.12.A**
- Historical Analysis and Skills Development Anchors: **8.1.12.A, 8.1.12.B, 8.1.12.C**
- World History Anchors: **8.4.12.A, 8.4.12.C**
- Principles and Documents of Government Anchor**: 5.1.12.C**
- How International Relationships Function Anchor: **5.1.12.C**

Essential content/objectives: At end of the unit, students will be able to:

- Identify and explain the norms that influence marriage patterns around the world
- Identify and describe the basic societal needs that the institution of family satisfies
- Identify core components of the "American family"
- Analyze and explain patterns demonstrated by families in the United States since 1776 (i.e. marriage patterns, birth patterns, divorce rates)
- Describe how the economy plays a role in families
- Analyze and explain current trends in American family life
- Compare and contrast families in the United States to families in other countries/cultures throughout the world

Core Activities: Students will complete/participate in the following:

- Unit note/information gathering
- Class discussions
- Independent student assignments
- Cooperative student assignments
- Unit quizzes
- Unit project
- Unit test

Instructional Methods:

- Direct Instruction
- Cooperative Learning
- Independent Learning
- Technology-based Learning

Materials & Resources:

- Teacher-made instructional materials and resources
- Textbook
- Primary Sources (i.e., documents, articles, books, videos)
- Secondary Sources (i.e., documents, articles, books, videos)
- Technology (i.e., computers, videos, smart phones/devices)

Assessments:

- Unit test
- Unit quizzes
- Unit project
- Independent student assignments
- Cooperative student assignments

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Curriculum Scope & Sequence

Planned Course: Sociology

Unit VII: Education and Religion

Time frame: 4 Weeks

Common Core State Standards:

CC.8.5, CC.8.6

Anchor(s) or adopted anchor:

- Basic Geographic Literacy: **7.1.12.A, 7.1.12.B**
- Human Characteristics of Places and Regions Anchor: **7.3.12.A**
- Historical Analysis and Skills Development Anchors: **8.1.12.A, 8.1.12.B, 8.1.12.C**
- World History Anchors: **8.4.12.A, 8.4.12.C**
- Principles and Documents of Government Anchor**: 5.1.12.C**
- How International Relationships Function Anchor: **5.1.12.C**

Essential content/objectives: At end of the unit, students will be able to:

- Compare and contrast the differing views sociologist have regarding education
- Compare and contrast education in different regions of the United States
- Compare and contrast education in the United States to different countries and cultures throughout the world
- Identify and explain current/controversial issues in American education
- Analyze and describe the basic societal needs that religion serves
- Identify and describe distinctive features of religion in American society
- Compare and contrast how different religions are viewed by society in different regions of the United States
- Compare and contrast how different religions are viewed by society throughout the world

Core Activities: Students will complete/participate in the following:

- Unit note/information gathering
- Class discussions
- Independent student assignments
- Cooperative student assignments
- Unit quizzes
- Unit project
- Unit test

Instructional Methods:

- Direct Instruction
- Cooperative Learning
- Independent Learning
- Technology-based Learning

Materials & Resources:

- Teacher-made instructional materials and resources
- Textbook
- Primary Sources (i.e., documents, articles, books, videos)
- Secondary Sources (i.e., documents, articles, books, videos)
- Technology (i.e., computers, videos, smart phones/devices)

Assessments:

- Unit test
- Unit quizzes
- Unit project
- Independent student assignments
- Cooperative student assignments

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Curriculum Scope & Sequence

Planned Course: Sociology

Unit VIII: Science and Politics

Time frame: 4 Weeks

Common Core State Standards:

CC.8.5, CC.8.6

Anchor(s) or adopted anchor:

- Basic Geographic Literacy: **7.1.12.A, 7.1.12.B**
- Human Characteristics of Places and Regions Anchor: **7.3.12.A**
- Historical Analysis and Skills Development Anchors: **8.1.12.A, 8.1.12.B, 8.1.12.C**
- World History Anchors: **8.4.12.A, 8.4.12.C**
- Principles and Documents of Government Anchor**: 5.1.12.C**
- How International Relationships Function Anchor: **5.1.12.C**

Essential content/objectives: At end of the unit, students will be able to:

- Analyze the impact of science on societal norms
- Identify and describe scientific innovations/inventions that had a significant effect on a society/culture
- Analyze and describe societal patterns caused by science
- Identify and explain current issues in American science
- Compare and contrast how different regions and cultures of the world view science
- Define globalization
- Identify and describe the core elements to a cultural hierarchy or government
- Compare and contrast different types of government throughout the world
- Identify and explain the positives and negatives of a strong versus weak government on society

Core Activities: Students will complete/participate in the following:

- Unit note/information gathering
- Class discussions
- Independent student assignments
- Cooperative student assignments
- Unit quizzes
- Unit project
- Unit test
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Instructional Methods:

- Direct Instruction
- Cooperative Learning
- Independent Learning
- Technology-based Learning

Materials & Resources:

- Teacher-made instructional materials and resources
- Textbook
- Primary Sources (i.e., documents, articles, books, videos)
- Secondary Sources (i.e., documents, articles, books, videos)
- Technology (i.e., computers, videos, smart phones/devices)

Assessments:

- Unit test
- Unit quizzes
- Unit project
- Independent student assignments
- Cooperative student assignments

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Curriculum Scope & Sequence

Planned Course: Sociology

Unit IX: Technology and the Mass Media

Time frame: 4 Weeks

Common Core State Standards:

CC.8.5, CC.8.6

Anchor(s) or adopted anchor:

- Basic Geographic Literacy: **7.1.12.A, 7.1.12.B**
- Human Characteristics of Places and Regions Anchor: **7.3.12.A**
- Historical Analysis and Skills Development Anchors: **8.1.12.A, 8.1.12.B, 8.1.12.C**
- World History Anchors: **8.4.12.A, 8.4.12.C**
- Principles and Documents of Government Anchor**: 5.1.12.C**
- How International Relationships Function Anchor: **5.1.12.C**

Essential content/objectives: At end of the unit, students will be able to:

- Define technology and mass media
- Analyze the evolution of technology and mass media throughout world history
- Analyze the evolution of technology and mass media throughout United States history
- Identify and describe the effect of technology and mass media on societal norms
- Explain the role technology and mass media plays in the 21st Century
- Compare and contrast the uses of technology and mass media by societies throughout the world
- Demonstrate the role technology and mass media plays in the daily life of a teenager

Core Activities: Students will complete/participate in the following:

- Unit note/information gathering
- Class discussions
- Independent student assignments
- Cooperative student assignments
- Unit quizzes
- Unit project
- Unit test

Instructional Methods:

- Direct Instruction
- Cooperative Learning
- Independent Learning
- Technology-based Learning

Materials & Resources:

- Teacher-made instructional materials and resources
- Textbook
- Primary Sources (i.e., documents, articles, books, videos)
- Secondary Sources (i.e., documents, articles, books, videos)
- Technology (i.e., computers, videos, smart phones/devices)

Assessments:

- Unit test
- Unit quizzes
- Unit project
- Independent student assignments
- Cooperative student assignments

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Curriculum Scope & Sequence

Planned Course: Sociology

Unit X: Social Anthropology

Time frame: 4-5 Weeks

Common Core State Standards:

CC.8.5, CC.8.6

Anchor(s) or adopted anchor:

- Basic Geographic Literacy: **7.1.12.A, 7.1.12.B**
- Human Characteristics of Places and Regions Anchor: **7.3.12.A**
- Historical Analysis and Skills Development Anchors: **8.1.12.A, 8.1.12.B, 8.1.12.C**
- World History Anchors: **8.4.12.A, 8.4.12.C**
- Principles and Documents of Government Anchor**: 5.1.12.C**
- How International Relationships Function Anchor: **5.1.12.C**

Essential content/objectives: At end of the unit, students will be able to:

- Define social anthropology
- Identify and explain the core components of social anthropology

Core Activities: Students will complete/participate in the following:

- **Social Anthropology Project***: Students will select a culture of their choosing and:*
    - Identify, analyze, and describe the culture's customs, economic organization, political organization, government, laws, gender roles, education, religion, science, technology, ethnics, conflicts, and social life.
- Unit note/information gathering
- Class discussions
- Independent student assignments
- Cooperative student assignments
- Unit quizzes
- Unit project
- Unit test

Instructional Methods:

- Direct Instruction
- Cooperative Learning
- Independent Learning
- Technology-based Learning

Materials & Resources:

- Teacher-made instructional materials and resources
- Textbook
- Primary Sources (i.e., documents, articles, books, videos)
- Secondary Sources (i.e., documents, articles, books, videos)
- Technology (i.e., computers, videos, smart phones/devices)

Assessments:

- Unit test
- Unit quiz
- Unit project
- Independent student assignments
- Cooperative student assignments