

Blackhawk School District

CURRICULUM

Course Title:	Sociology
Course Number:	0246
Grade Level(s):	11-12
Length of Period:	45 Minutes
Length of Course:	Semester
Faculty Author(s):	Debbie Thellman
Date:	November 2012

SOCIAL STUDIES MISSION:

The purpose for learning social studies is to prepare students to be responsible, productive citizens who possess an awareness of local, regional and global issues. Students will use problem-solving, critical thinking and analytical skills based upon knowledge of the past in order to successfully impact the present and the future. By building a frame of reference, students will learn to understand and appreciate overarching concepts in literature, film, art and science.

COURSE DESCRIPTION:

This course is a study of the behavior of people in groups. The class will explore the types of groups people join and why and how these groups function. Also to be examines are social problems facing our society today. Major units include cultures, subcultures, adolescence and crime.

Textbook: *Sociology: The Study of Human Relationships*, Holt, 2000.

PA Common Core Standards for Reading and Writing in Social Studies:

Pennsylvania Department of Education has released standards that describe what students in the social studies classroom should know and be able to do with the English language in reading and writing, grade 6 through 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, Blackhawk School District has used them to develop this social studies curriculum.

The standards for Reading are available at:

http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Reading_in_History_and_Social_Studies_8-7-12.pdf

The standards for Writing are available at:

http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Writing_in_History_and_Social_Studies_8-7-12.pdf

ESSENTIAL QUESTIONS:

Essential questions are the heart of the curriculum. Essential questions are conceptual commitments that teachers will use to guide instructional decision-making. In addition, they are kid friendly so that students can easily understand them. Essential questions are meant to be shared with students in either discussion or posting in the classroom.

Essential questions provide the focus for teaching and learning. The following are the Essential Questions for this class:

- 1. Describe the 3 main theoretical perspectives in Sociology and explain how you can use each when examining social life.**
- 2. Identify what Sociology is and explain how you use your Sociological Imagination.**
- 3. Describe how the major components of culture shape your life as an American.**
- 4. Explain how ethnocentrism and cultural relativism shape your understanding of American and foreign cultures.**
- 5. How do you exercise the basic values that form the foundation of American culture?**
- 6. Which types of sanctions are most effective in controlling your behavior?**
- 7. How has social change affected your life and explain why people naturally resist social change?**
- 8. What are the challenges facing today's teenagers and trace the causes and consequences of these problems.**
- 9. How are you influenced by the 5 general characteristic of adolescence?**
- 10. What function does dating fulfill for today's society?**
- 11. Explain the characteristics of the American criminal justice system and how does it apply to you as a juvenile?**
- 12. Which theory used to explain deviance do you post agree with?**
- 13. Why might people decide to break society's rules and what are the consequences?**

Assessing Essential Questions is key to a robust curriculum. If Essential Questions are the focal point of learning, how then do we assess students? The following is an overview of recommended assessments to the Essential Questions. In addition, Differentiated learning opportunities are embedded as well (noted by DI).

The Sociological Point of View

1. Describe the 3 main theoretical perspectives in Sociology and explain how you can use each when examining social life.
2. Identify what Sociology is and explain how you use your Sociological Imagination.

Assessment: Poster on Social Sciences, Who Am I? Activity, Quiz, Test

Cultural Diversity

1. Describe how the major components of culture shape your life as an American.
2. Explain how ethnocentrism and cultural relativism shape your understanding of American and foreign cultures.

Assessment: Global Product Development (Cooperative Learning Project), Quiz, Test

Cultural Conformity and Adaptation

1. How do you exercise the basic values that form the foundation of American culture?
2. Which types of sanctions are most effective in controlling your behavior?
3. How has social change affected your life and explain why people naturally resist social change?

Assessment: Essays, Think/Write/Pair/Share activity, Quiz, Test

The Adolescent in Society

1. What are the challenges facing today's teenagers and trace the causes and consequences of these problems.
2. How are you influenced by the 5 general characteristic of adolescence?
3. What function does dating fulfill for today's society?

Assessment: Role Play, Cooperative Learning Project, Quiz, Test

Deviance and Social Control

1. Explain the characteristics of the American criminal justice system and how does it apply to you as a juvenile?
2. Which theory used to explain deviance do you post agree with?
3. Why might people decide to break society's rules and what are the consequences?

Assessment: Power Point Presentation, Quiz, Test

ROBUST VOCABULARY:

Robust vocabulary words are Tier 2 words, meaning that they are complex, powerful, and generalizable. Robust vocabulary words support language development of both lower and high level learners. In addition, robust vocabulary instruction helps prepare students for SATs, upper level high school classes, and college. “Studies showed that robust instruction was quite effective not only for learning the meanings of words but also for affecting reading comprehension.” (p. 2 *Bringing Words to Life*)

Teachers are asked to commit to teaching and students USING these words throughout the entire year. Using a variety of instructional strategies, students will learn the meaning of these words in a deep and meaningful way in this content and across other content areas.

The Robust Vocabulary for this class are: **Ethnocentrism, Cultural Relativism, Perspective, Component, Abstract, Clarify, Welfare, Dimension, Ethnic, Diverse**

<p>COURSE OUTLINE PROPOSED TIME RESOURCES</p>	<p>OBJECTIVES (PA standard)</p>	<p>LESSON REFLECTION (for future revisions)</p>
	<p>I. HISTORICAL AND SOCIAL SCIENCES ANALYSIS SKILLS The skills noted below are skills that students need to practice using to fully understand the concepts found in the social sciences. These general skills should be applied when teaching the content standards. Students should be able to demonstrate the following intellectual, reasoning, reflection, and research skills:</p> <p>A. Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> 1. Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned. 2. Analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics, but also values and beliefs. 3. Use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement of patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods. 4. Relate current events to the physical and human characteristics of places and regions. <p>B. Historical Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 1. Distinguish valid arguments from fallacious arguments in historical interpretations. 2. Identify bias and prejudice in historical interpretations. 3. Evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications. 4. Construct and test hypothesis; collect, evaluate, and employ information from multiple primary and secondary sources; apply it in oral and written presentations. <p>C. Historical Interpretation</p> <ol style="list-style-type: none"> 1. Show the connections, casual and otherwise, between particular historical events and larger social, economic and political trends and developments. 2. Recognize the complexity of historical causes and effects, including the limitations on determining the cause and effect. 3. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values. 4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions. 5. Analyze human modifications of landscapes and examine the resulting environmental policy issues. 6. Conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic indicators to analyze the aggregate economic behavior of the U.S. economy. 7. Relate current events to the physical and human characteristics of past events on places and regions. <p>*Students shall complete one social studies response per 9-week period (refer to Appendix I for Social Studies</p>	

COURSE OUTLINE PROPOSED TIME RESOURCES	OBJECTIVES (PA standard)	LESSON REFLECTION (for future revisions)
<p><u>The Sociological Point of View</u> *12 days</p> <ol style="list-style-type: none"> 1. Examining Social Life 2. Sociology: Then and Now <p><u>Resources</u> Textbook: Chapter 1 Supplemental Readings Lecture Notes Teacher Generated Materials Student Generated Materials Power Point Presentations</p>	<p>Reading Response Form). The response must be scored using the Social Studies Rubric in Appendix II.</p> <p>A. Define sociology as the scientific study of human behavior and discuss the sociological perspective.</p> <ol style="list-style-type: none"> 1. Define science and distinguish between natural science and social science. 2. Discuss problems sociology faces in the scientific study of humans. 3. Describe the social conditions in the era in which sociology originated. 4. Identify the contributions of Auguste Comte. 5. Summarize the contributions of Emile Durkheim. 6. Apply the principles of sociological perspective to personal experience. <p>B. Explain, analyze and apply the scientific method to sociological research.</p> <ol style="list-style-type: none"> 1. Define hypothesis and explain its place in the research process. 2. Analyze and discuss the pros and cons of the four major research designs. 3. Apply the understanding of methodology by designing and completing a research project. 	
<p><u>Cultural Diversity</u> *12 days</p> <ol style="list-style-type: none"> 1. The Meaning of Culture 2. Cultural Variation <p><u>Resources</u> Textbook: Chapter 2 Supplemental Readings Lecture Notes Teacher Generated Materials Student Generated Materials Power Point Presentations</p>	<p>C. Define culture, examine, and describe its importance in human life.</p> <ol style="list-style-type: none"> 1. Examine and distinguish the major components of culture; beliefs, technology, norms, values, and language. 2. Analyze the different types of norms by discussing folkways, more, and laws. 3. Distinguish between sign and symbol, define language and explain how language supplies meaning to culture. 4. Distinguish between ethnocentrism and cultural relativity. Explain how these concepts shape our understanding of other cultures. 5. Describe how the value of competition has shaped American culture. 6. Analyze how the value of competition and other values have impacted other cultures differently. 	

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<p><u>Cultural Conformity and Adaptation</u> *20 days</p> <ol style="list-style-type: none"> 1. The American Value System 2. Social Control 3. Social Change <p><u>Resources</u> Textbook: Chapter 3 Supplemental Readings Lecture Notes Teacher Generated Materials Student Generated Materials Power Point Presentations</p>	<p>D. Explore the impact of social groups on individual and group behavior. Apply this understanding to personal experience.</p> <ol style="list-style-type: none"> 1. Define groups. 2. Identify the major characteristics of social groups using personal experience. 3. Examine and analyze the characteristics of group dynamics through role-play. 	
<p><u>The Adolescent in Society</u> *20 days</p> <ol style="list-style-type: none"> 1. Adolescence in Our Society 2. Teenagers and Dating 3. Challenges of Adolescence <p><u>Resources</u> Textbook: Chapter 6 Supplemental Readings Lecture Notes Teacher Generated Materials Student Generated Materials Power Point Presentations</p>	<p>E. Understand socialization, and examine the importance this process has on human development.</p> <ol style="list-style-type: none"> 1. Discuss and debate the relative influence of nature and nurture in human development. 2. Describe the effects on development of isolation and deprivation during childhood. 3. Compare and contrast the socialization; family, school, church, and mass media. 4. Apply personal experience to understanding the impact of agents of socialization. <p>F. Examine the structure and function of the family as a social institution.</p> <ol style="list-style-type: none"> 1. Define and discuss the family types, both past and present. 2. Analyze the advantages and disadvantages of family types in the context of culture and historical era. 3. Investigate the changing patterns of love, courtship, and marriage. 4. Describe and illustrate the role mass media plays in shaping our understanding of the family. 	

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<p><u>Deviance and Social Control</u> *16 days 1. Deviance 2. Crime</p> <p><u>Resources</u> Textbook: Chapter 1 Supplemental Readings Lecture Notes Teacher Generated Materials Student Generated Materials Power Point Presentations</p>	<p>8.1.12.B Synthesize and evaluate historical sources.</p> <ul style="list-style-type: none"> • Literal meaning of historical passages. • Data in historical passages. • Different historical perspectives. • Data presented in maps, graphs, and tables. • Visual data presented in historical evidence. <p>8.1.12.C Evaluate historical interpretation of events.</p> <ul style="list-style-type: none"> • Issues and problems in the past. • Illustrations in historical stories and sources. • Connections between causes and results. • Central issue. <p>8.1.12.D Synthesize historical research.</p> <ul style="list-style-type: none"> • Facts, folklore and fiction. <p>8.3.12.C Evaluate how continuity and change has influenced United States history from 1890 to present.</p> <ul style="list-style-type: none"> • Belief Systems and Religions. • Innovations. • Settlement Patterns. • Social Organization. • Women’s Movement. 	

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	<p>8.3.12.D Identify and evaluate conflict and cooperation among social groups and organizations in the United States history from 1890 to the Present.</p> <p>8.4.12.A Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.</p> <p>8.4.12.C Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</p> <p>7.1.12.B Cultural Change (e.g., influence on people’s perceptions of places and regions).</p> <p>7.2.12.B Analyze the significance of physical processes in shaping the character of places and regions.</p> <ul style="list-style-type: none"> • Extreme natural events. <p>7.3.12.A Analyze the significances of human activity in shaping places and regions by their population characteristics:</p> <ul style="list-style-type: none"> • Impact of movement on human systems (e.g., refugees, guest workers, illegal aliens). <p>7.3.12.B Analyze the significance of human activity in shaping places and regions by their cultural characteristics.</p> <ul style="list-style-type: none"> • Forces for cultural convergence (e.g., the diffusion of foods, fashions, religions, language). <p>7.4.12.A Analyze the impacts of physical systems on people.</p> <p>7.4.12.B Analyze the impacts of people on physical systems.</p> <p>5.1.12.B Analyze the sources, purposes and functions of law.</p> <p>5.1.12.C Evaluate the importance of the principles and ideals of civic life.</p> <p>5.1.12.J Analyze how the law promotes the common good and protects the individual.</p> <p>5.2.12.C Interpret the causes of conflict in society and analyze techniques to resolve these conflicts.5.2.12.E Analyze how participation in civic and political life leads to the attainment of individual and public goals.</p> <p>5.2.12.G Evaluate what makes a competent and responsible citizen.</p> <p>5.3.12.D Evaluate how independent government agencies create, amend and enforce regulations.5.3.12.G. Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.</p> <p>5.3.12.J Evaluate the role of media in political life in the United States and explain the role of the media in setting the public agenda.</p> <p>6.1.12.D Describe historical examples of expansion, recession, and depression internationally.</p> <p>6.2.12.K Analyze the impact of media on decision-making of consumers, producers and policymakers.</p> <p>6.3.12.B Evaluate the economic reasoning behind a choice.</p> <p>6.4.12.E Analyze how United States consumers and producers participate in the global production and consumption of goods and services.</p>	