

Sociology Curriculum Maps

Unit 1 - Culture and Social Structure

Unit 2 – The Individual in Society

Unit 3 – Social Inequality

Unit 4 – Social Institutions

Grade: 11th/12th Grade Subject: Sociology	Unit 1 - Culture and Social Structure
Big Idea/Rationale	<ul style="list-style-type: none"> ● <u>Unit 1 - Culture and Social Structure</u> will examine social life, including the meaning of culture, cultural variation, value systems, social control and social change. These building blocks will be synthesized into an analysis of social structure in order to begin the assessment of social interactions, types of societies, groups within a society and the structure of formal organizations.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> ● Identify and explain sociology. ● Describe how the field of sociology developed. ● Distinguish between the three theoretical perspectives. ● Define the meaning of the term <i>culture</i>. ● Explain cultural universals. ● Explain the terms <i>ethnocentrism</i> and <i>cultural relativism</i>. ● Identify American culture. ● Identify how norms of society are enforced. ● Differentiate between positive and negative sanctions and formal and informal sanctions. ● Summarize the sources of social change, as well as the factors of resistance to social change. ● Identify and describe the two major components of social structure. ● Analyze how the two components of social structure affect human interaction. ● Distinguish between types of social interactions that stabilize social structure and those that can disrupt it. ● Summarize the major features and purposes of primary and secondary groups. ● Explain a bureaucracy.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> ● What is Sociology? ● What is sociological imagination? ● What are theoretical perspectives? ● What is the difference between material culture and non-material culture? ● What are the basic components of culture? ● What is ethnocentrism? ● What is cultural relativism? ● How do variations among cultures develop? ● What are the basic values that form the foundation of American culture? ● How has American culture shifted since 1970? ● What are social norms? ● How are social norms enforced? ● How does social change develop? ● What are a social structure's main components? ● What are social interactions? ● What is the difference between primary and secondary groups? ● How are bureaucracies structured? ● How effective are bureaucracies?

<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> ● Social life ● Culture ● Cultural Variation ● Value Systems ● Social Control ● Social Change ● Social Structure ● Social Interactions ● Types of Societies ● Types of Groups ● Formal Organizations
<p>Standards</p>	<p>American Sociological Association National Standards</p> <p>Learning Domain 1: The Sociological Perspective and Methods of Inquiry</p> <ul style="list-style-type: none"> ● 1.1-Students will identify sociology as a scientific field of inquiry. <ul style="list-style-type: none"> ○ 1.1.1-Scientific method. ○ 1.1.2-Hypotheses. ○ 1.1.3-Independent and dependent variables. ○ 1.1.4-Scientific study of society ● 1.2-Students will compare and contrast the sociological perspective and how it differs from other social sciences. <ul style="list-style-type: none"> ○ 1.2.1-Impact of social context on human behavior. ○ 1.2.2-Social construction of reality. ○ 1.2.3-Sociological imagination. ● 1.3-Students will evaluate the strengths and weaknesses of the major methods of sociological research. <ul style="list-style-type: none"> ○ 1.3.1-Surveys and interviews. ○ 1.3.2-Experiments. ○ 1.3.3-Observations. ○ 1.3.4-Content analysis. ○ 1.3.5-Research ethics. ● 1.4 Students will identify, differentiate among, and apply a variety of sociological theories. <ul style="list-style-type: none"> ○ 1.4.1-Functionalist perspective. ○ 1.4.2-Conflict theory. ○ 1.4.3-Symbolic interaction. <p>Learning Domain 2: Social Structure: Culture, Institutions, and Society</p> <ul style="list-style-type: none"> ● 2.1-Students will describe the components of culture. <ul style="list-style-type: none"> ○ 2.1.1-Nonmaterial culture, including norms and values. ○ 2.1.2-Material culture. ○ 2.1.3-Subcultures. ● 2.2-Students will analyze how culture influences individuals, including themselves. <ul style="list-style-type: none"> ○ 2.2.1-Ethnocentrism. ○ 2.2.2-Cultural relativity. ○ 2.2.3-Culture shock. ○ 2.2.4-American values.

	<ul style="list-style-type: none"> ● 2.3-Students will evaluate important social institutions and how they respond to social needs. <ul style="list-style-type: none"> ○ 2.3.1-Social institutions such as: family, education, religion, economy, and government. ○ 2.3.2-Social statuses and roles. ● 2.4-Students will assess how social institutions and cultures change and evolve. <ul style="list-style-type: none"> ○ 2.4.1-Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age. ○ 2.4.2-Countercultures. ○ 2.4.3-Social movements. <p>Common Core State Standards (History/Social Studies)</p> <ul style="list-style-type: none"> ● RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. ● RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. ● RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. ● RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. ● RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. ● RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. ● RH.9-10.7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. ● RH.9-10.9 - Compare and contrast treatments of the same topic in several primary and secondary sources.
Technology Standards	<ul style="list-style-type: none"> ● 8.1.A Technology Operations and Concepts ● 8.1.B Creativity and Innovation ● 8.1.C Communication and Collaboration ● 8.1.D Digital Citizenship ● 8.1.E Research and Information Literacy ● 8.1.F Critical Thinking, Problem Solving, and Decision Making ● 8.1.A Nature of Technology: Creativity and Innovation ● 8.1.B Design: Critical Thinking, Problem Solving and Decision Making ● 8.1.C Technological Citizenship, Ethics and Society ● 8.1.D Research and Information Fluency ● 8.1.E Communication and Collaboration ● 8.1.F Resources for a Technological World

	<ul style="list-style-type: none"> ● 8.1.G The Designed World
21st Century Themes	<ul style="list-style-type: none"> ● Civil Literacy ● Environmental Literacy ● Financial, Economic, Business and Entrepreneurial Literacy ● Global Awareness ● Health Literacy
Interdisciplinary Standards	<p>Common Core State Standards (ELA)</p> <ul style="list-style-type: none"> ● CCRA.L.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. ● CCRA.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively. <p>Common Core State Standards (Writing)</p> <ul style="list-style-type: none"> ● WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ● WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
21st Century Skills	<ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy ● Life and Career Skills
Materials and Resources	<p>Schaefer, Richard T. <i>Sociology</i>, 12th Edition. New York: McGraw-Hill, 2010.</p> <p>Thomas, W. LaVerne. <i>Sociology The Study of Human Relationships</i>. 1st Edition. Holt McDougal, 2010.</p> <p>Warburton, Martha J. <i>Study Guide</i>, 12th Edition. New York: McGraw-Hill, 2010.</p>
Notes	

Grade: 11th/12th Grade Subject: Sociology	Unit 2 – The Individual in Society
Big Idea/Rationale	<ul style="list-style-type: none"> ● <u>Unit 2 – The Individual in Society</u> will analyze the development of personality and the agents of socialization during adolescence in terms of challenges such as dating, entering adulthood and are traced throughout entrance into the workforce, early and mature adulthood and the later years, as well. Also examined along the way are deviance and crime.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> ● Identify the four main factors that affect the development of personality. ● Explain how isolation in childhood affects development. ● Explain how a person’s sense of self emerges. ● Identify and describe the theories that have been put forth to explain the process of socialization. ● Identify the important agents of socialization in the USA. ● Explain why family and education are important social institutions. ● Explain how adolescence developed as a distinct stage of the life cycle in the USA. ● Identify five general characteristics of adolescence. ● Summarize how dating developed as a form of social interaction. ● Describe the functions that dating fulfills. ● Identify some problems facing contemporary teenagers. ● Trace the causes and consequences of adolescent issues. ● Discuss the factors influencing attraction. ● Summarize Daniel Levinson’s theory of adult male development. ● Identify and describe the stages of adult female development. ● Describe how the nature of work in the US has changed. ● Explain how the composition of the labor force in the US has changed. ● Describe the characteristics of life during late adulthood. ● Identify the challenges that older Americans face. ● Explain the nature and social functions of deviance. ● Compare the theories that have been proposed on deviance. ● Identify the principal types of crime in the USA. ● Explain the characteristics of the American Criminal Justice System.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> ● What questions do developmental psychologists raise concerning nature versus nurture? ● What effect does the lack of close personal contact have on institutionalized children? ● How do adolescents, socially, and emotionally develop? ● How does one’s culture influence adolescent development? ● What factors may help an adolescent search for identity? ● How does the influence of parents over their children change during adolescence? ● Why do adolescents form cliques? ● Why is adolescence not considered to be a universal topic? ● How do adults socially and emotionally develop? ● What conflicts appear at each stage of development?

	<ul style="list-style-type: none"> ● How do generativity and stagnation affect a person’s mid-life transition? ● How do life transitions in late adulthood differ from early adulthood? ● Is the decremental model of aging an accurate model? ● How might a person differentiate between Alzheimer’s disease and changes in mental processes as a result of aging? ● What do people go through during the denial stage of dying? ● Do Kubler-Ross’s stages of dying apply to other types of losses? ● In what developmental stage of adulthood might people be most likely to commit a crime? ● Why might people decide to break society’s rules? ● What are the nature and social functions of deviance? ● How do the theories that propose why deviance occurs compare? ● What are the principal types of crimes in the USA? ● How does the American Criminal Justice System work?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> ● Personality Development ● The Social Self ● Agents of Socialization ● Adolescents in our Society ● Teenagers and Dating ● Challenges of Adolescence ● Early and Middle Adulthood ● The World of Work ● The Later Years ● Deviance ● Crime
<p>Standards</p>	<p>American Sociological Association National Standards Learning Domain 2: Social Structure: Culture, Institutions, and Society</p> <ul style="list-style-type: none"> ● 2.1-Students will describe the components of culture. <ul style="list-style-type: none"> ○ 2.1.1-Nonmaterial culture, including norms and values. ○ 2.1.2-Material culture. ○ 2.1.3-Subcultures. ● 2.2-Students will analyze how culture influences individuals, including themselves. <ul style="list-style-type: none"> ○ 2.2.1-Ethnocentrism. ○ 2.2.2-Cultural relativity. ○ 2.2.3-Culture shock. ○ 2.2.4-American values. ● 2.3-Students will evaluate important social institutions and how they respond to social needs. <ul style="list-style-type: none"> ○ 2.3.1-Social institutions such as: family, education, religion, economy, and government. ○ 2.3.2-Social statuses and roles. ● 2.4-Students will assess how social institutions and cultures change and evolve. <ul style="list-style-type: none"> ○ 2.4.1-Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age.

	<ul style="list-style-type: none"> ○ 2.4.2-Countercultures. ○ 2.4.3-Social movements. <p>Learning Domain 3: Social Relationships: Self, Groups, and Socialization</p> <ul style="list-style-type: none"> ● 3.1-Students will describe the process of socialization across the life course. <ul style="list-style-type: none"> ○ 3.1.1-Primary agents of socialization: family, peers, media, schools, and religion. ○ 3.1.2-Deviance and conformity. ● 3.2-Students will explain the process of the social construction of the self. <ul style="list-style-type: none"> ○ 3.2.1-I & me. ○ 3.2.2-Role-taking. ○ 3.2.3-Generalized other. ○ 3.2.4-Identity. ● 3.3-Students will examine the social construction of groups and their impact on the life chances of individuals. <ul style="list-style-type: none"> ○ 3.3.1-Reference groups. ○ 3.3.2-Primary and secondary groups. ○ 3.3.3-In-groups and out-groups. <p>Common Core State Standards (History/Social Studies)</p> <ul style="list-style-type: none"> ● RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. ● RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. ● RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. ● RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. ● RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. ● RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. ● RH.9-10.7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. ● RH.9-10.9 - Compare and contrast treatments of the same topic in several primary and secondary sources.
Technology Standards	<ul style="list-style-type: none"> ● 8.1.A Technology Operations and Concepts ● 8.1.B Creativity and Innovation ● 8.1.C Communication and Collaboration ● 8.1.D Digital Citizenship ● 8.1.E Research and Information Literacy ● 8.1.F Critical Thinking, Problem Solving, and Decision Making

	<ul style="list-style-type: none"> ● 8.1.A Nature of Technology: Creativity and Innovation ● 8.1.B Design: Critical Thinking, Problem Solving and Decision Making ● 8.1.C Technological Citizenship, Ethics and Society ● 8.1.D Research and Information Fluency ● 8.1.E Communication and Collaboration ● 8.1.F Resources for a Technological World ● 8.1.G The Designed World
21st Century Themes	<ul style="list-style-type: none"> ● Civil Literacy ● Environmental Literacy ● Financial, Economic, Business and Entrepreneurial Literacy ● Global Awareness ● Health Literacy
Interdisciplinary Standards	<p>Common Core State Standards (ELA)</p> <ul style="list-style-type: none"> ● CCRA.L.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. ● CCRA.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively. <p>Common Core State Standards (Writing)</p> <ul style="list-style-type: none"> ● WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ● WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
21st Century Skills	<ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy ● Life and Career Skills
Materials and Resources	<p>Schaefer, Richard T. <i>Sociology</i>, 12th Edition. New York: McGraw-Hill, 2010.</p> <p>Thomas, W. LaVerne. <i>Sociology The Study of Human Relationships</i>. 1st Edition. Holt McDougal, 2010.</p> <p>Warburton, Martha J. <i>Study Guide</i>, 12th Edition. New York: McGraw-Hill, 2010.</p>
Notes	

Grade: 11th/12th Grade Subject: Sociology	Unit 3 – Social Inequality
Big Idea/Rationale	<ul style="list-style-type: none"> ● <u>Unit 3 – Social Inequality</u> will explore systems of stratification, as well as the American class system. With these systems an examination of poverty, race, ethnicity, gender, age, health and disability will occur.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> ● Identify the characteristics of caste systems and class systems. ● Contrast major theories of social stratifications. ● Identify the characteristics of the American Class System. ● Explain how different motivations and cultural values influence the American Class System. ● Identify the groups of Americans that are affected by poverty. ● Describe the steps that have been taken by the federal government to lessen the effects of poverty. ● Summarize how sociologists define the terms <i>race</i>, <i>ethnicity</i>, and <i>minority group</i>. ● Identify characteristics that distinguish minority groups from one another. ● Distinguish between discrimination and prejudice. ● Describe the most common patterns of minority-group treatment. ● Describe the conditions under which minority groups in the US live. ● Explain how government policies have affected the lives of minority groups in the USA. ● Analyze how gender roles affect the opportunities available to men and women in society. ● Explain how gender roles are affected by socialization. ● Discuss the effect that the aging of the population is having on society. ● Explain how the aging population is affecting the life chances of older Americans. ● Describe the state of health care in the USA. ● Identify some of the special health care concerns of various segments of American Society.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> ● How might someone’s ascribed and achieved status affect his or her social position? ● How might deviance and crime be related to social inequity? ● How do the theories of stratification differ? ● What are the characteristic of the American Class System? ● How did the super-rich of the Gilded Age reflect the three aspects of class-power, wealth, and prestige? ● How do different motivations and cultural values influence the American Class System? ● Why is it difficult for lower class people to achieve upward mobility? ● What groups of Americans are affected the most by poverty? ● What steps have been taken by the federal government to lessen the effects of poverty? ● How are the characteristics of rural poverty similar to and different from poverty characteristics nationwide?

	<ul style="list-style-type: none"> ● How do age, sex, race, and ethnicity affect the likelihood of being poor in the United States? ● How might race stratify society? ● How might discrimination relate to poverty? ● How does the sociological view of race differ from the biological review? ● Why do people use scapegoats? ● What might be some social effects of the current racial and ethnic urban residential patterns in the United States? ● How has the immigration in the 1990's affected the social and economic life in the United States? ● How can unequal access to social rewards and resources lead to discrimination? ● How might discrimination affect a woman's ability to achieve her goals? ● How might a person's social class relate to the health care available to him or her? ● How do gender expectations differ for men and women in the USA? ● How are gender roles affected by socialization? ● What challenges face the Social Security System today? ● How does social inequality affect Americans 65 and older? ● What are some healthcare concerns of various segments of American Society?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> ● Systems of Stratification ● The American Class System ● Poverty ● Race, Ethnicity, Social Structure ● Patterns of Intergroup Relations ● Minority Groups in the USA ● Gender ● Age and Disability ● Health
<p>Standards</p>	<p>American Sociological Association National Standards Learning Domain 4: Stratification and Inequality</p> <ul style="list-style-type: none"> ● 4.1-Students will identify common patterns of social inequality.. <ul style="list-style-type: none"> ○ 4.1.1-Privilege. ○ 4.1.2-Power. ○ 4.1.3-Racial and ethnic inequality. ○ 4.1.4-Class inequality. ○ 4.1.5-Gender inequality. ● 4.2-Students will analyze the effects of social inequality on groups and individuals. <ul style="list-style-type: none"> ○ 4.2.1-Life chances. ○ 4.2.2-Social problems. ○ 4.2.3-Inter- and intra-group conflict. ● 4.3-Students will explain the relationship between social institutions and inequality. <ul style="list-style-type: none"> ○ 4.3.1-Distribution of power through social institutions.

	<ul style="list-style-type: none"> ○ 4.3.2-Potential of institutions to produce, reinforce, or challenge inequality. ● 4.4-Students will assess responses to social inequality. <ul style="list-style-type: none"> ○ 4.4.1-Individual responses to inequality. ○ 4.4.2-Group responses to inequality such as social movements. ○ 4.4.3-Social policy responses to inequality. <p>Common Core State Standards (History/Social Studies)</p> <ul style="list-style-type: none"> ● RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. ● RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. ● RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. ● RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. ● RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. ● RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. ● RH.9-10.7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. ● RH.9-10.9 - Compare and contrast treatments of the same topic in several primary and secondary sources.
Technology Standards	<ul style="list-style-type: none"> ● 8.1.A Technology Operations and Concepts ● 8.1.B Creativity and Innovation ● 8.1.C Communication and Collaboration ● 8.1.D Digital Citizenship ● 8.1.E Research and Information Literacy ● 8.1.F Critical Thinking, Problem Solving, and Decision Making ● 8.1.A Nature of Technology: Creativity and Innovation ● 8.1.B Design: Critical Thinking, Problem Solving and Decision Making ● 8.1.C Technological Citizenship, Ethics and Society ● 8.1.D Research and Information Fluency ● 8.1.E Communication and Collaboration ● 8.1.F Resources for a Technological World ● 8.1.G The Designed World
21st Century Themes	<ul style="list-style-type: none"> ● Civil Literacy ● Environmental Literacy ● Financial, Economic, Business and Entrepreneurial Literacy ● Global Awareness

	<ul style="list-style-type: none"> ● Health Literacy
Interdisciplinary Standards	<p>Common Core State Standards (ELA)</p> <ul style="list-style-type: none"> ● CCRA.L.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. ● CCRA.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively. <p>Common Core State Standards (Writing)</p> <ul style="list-style-type: none"> ● WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ● WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
21st Century Skills	<ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy ● Life and Career Skills
Materials and Resources	<p>Schaefer, Richard T. <i>Sociology</i>, 12th Edition. New York: McGraw-Hill, 2010.</p> <p>Thomas, W. LaVerne. <i>Sociology The Study of Human Relationships</i>. 1st Edition. Holt McDougal, 2010.</p> <p>Warburton, Martha J. <i>Study Guide</i>, 12th Edition. New York: McGraw-Hill, 2010.</p>
Notes	

Grade: 11th/12th Grade Subject: Sociology	Unit 4 – Social Institutions
Big Idea/Rationale	<ul style="list-style-type: none"> ● <u>Unit 4 – Social Institutions</u> will examine the family institution, economic institutions, political institutions, educational institutions, religious institutions and scientific institutions. Each institution will be explored using a cross-cultural perspective.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> ● Describe the norms that influence the ways in which marriage patterns are organized around the world. ● Identify the basic societal needs that the institution of family satisfies. ● Explain how American families begin and describe some of the disruptions they might face. ● Analyze some trends in American family life currently being examined by sociologists. ● Compare and contrast the characteristics of capitalist and socialist economic systems. ● Discuss developments that have transformed the American economic system. ● Explain how the exercise of power varies by type of government. ● Describe major characteristics of the US political system. ● Explain how the functionalist, conflict, and interactionist sociologist differ concerning education. ● Identify some current issues in American Education. ● Identify the basic societal needs religion serves. ● Describe the distinctive features of religion in American society. ● Identify factors that have contributed to the institutionalization of science. ● Explain how the norms of scientific research differ from the realities of scientific research. ● Trace the major developments in the history of mass media in the USA. ● Explain how the sociological perspectives of mass media differ. ● Discuss contemporary mass media issues.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> ● What biological factors, cultural norms, and gender roles help shape views of family life around the world? ● How might family patterns in a society change over time? ● What is the difference between exogamy, endogamy, and homogamy in regard to mate selection? ● What are patrilineal and matrilineal family lines? ● What is the difference between polygyny and polyandry in regard to polygamist societies? ● What are the basic societal needs a family satisfies? ● What trends in family life are currently of interest to sociologists? ● Why are sociologists interested in the economy? ● How might political systems reflect the ideals of a society? ● Why might a society have a command economy? ● What is the “profit motive?” ● How does the exercise of power vary by type of government?

	<ul style="list-style-type: none"> ● What are the major characteristics of the American political system? ● How does a federal system put limits on power? ● What are the typical tools used by US policy makers to support democracy abroad? ● How might an educational system reflect a society's goals and core values? ● How might the institution of religion help unite a society? ● What factors contributed to the institutionalization of science? ● How do the sociological perspectives of mass media differ? ● What are some contemporary mass-media issues?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> ● Family in a Cross-Cultural Perspective ● American Family ● Economic Institutions ● Political Institutions ● Sociology of Education ● Sociology of Religion ● Science as a Social Institution
<p>Standards</p>	<p>American Sociological Association National Standards</p> <p>Learning Domain 2: Social Structure: Culture, Institutions, and Society</p> <ul style="list-style-type: none"> ● 2.1-Students will describe the components of culture. <ul style="list-style-type: none"> ○ 2.1.1-Nonmaterial culture, including norms and values. ○ 2.1.2-Material culture. ○ 2.1.3-Subcultures. ● 2.2-Students will analyze how culture influences individuals, including themselves. <ul style="list-style-type: none"> ○ 2.2.1-Ethnocentrism. ○ 2.2.2-Cultural relativity. ○ 2.2.3-Culture shock. ○ 2.2.4-American values. ● 2.3-Students will evaluate important social institutions and how they respond to social needs. <ul style="list-style-type: none"> ○ 2.3.1-Social institutions such as: family, education, religion, economy, and government. ○ 2.3.2-Social statuses and roles. ● 2.4-Students will assess how social institutions and cultures change and evolve. <ul style="list-style-type: none"> ○ 2.4.1-Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age. ○ 2.4.2-Countercultures. ○ 2.4.3-Social movements. <p>Common Core State Standards (History/Social Studies)</p> <ul style="list-style-type: none"> ● RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. ● RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

	<ul style="list-style-type: none"> ● RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. ● RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. ● RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. ● RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. ● RH.9-10.7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. ● RH.9-10.9 - Compare and contrast treatments of the same topic in several primary and secondary sources.
Technology Standards	<ul style="list-style-type: none"> ● 8.1.A Technology Operations and Concepts ● 8.1.B Creativity and Innovation ● 8.1.C Communication and Collaboration ● 8.1.D Digital Citizenship ● 8.1.E Research and Information Literacy ● 8.1.F Critical Thinking, Problem Solving, and Decision Making ● 8.1.A Nature of Technology: Creativity and Innovation ● 8.1.B Design: Critical Thinking, Problem Solving and Decision Making ● 8.1.C Technological Citizenship, Ethics and Society ● 8.1.D Research and Information Fluency ● 8.1.E Communication and Collaboration ● 8.1.F Resources for a Technological World ● 8.1.G The Designed World
21st Century Themes	<ul style="list-style-type: none"> ● Civil Literacy ● Environmental Literacy ● Financial, Economic, Business and Entrepreneurial Literacy ● Global Awareness ● Health Literacy
Interdisciplinary Standards	<p>Common Core State Standards (ELA)</p> <ul style="list-style-type: none"> ● CCRA.L.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. ● CCRA.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively. <p>Common Core State Standards (Writing)</p>

	<ul style="list-style-type: none"> ● WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ● WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
21st Century Skills	<ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy ● Life and Career Skills
Materials and Resources	<p>Schaefer, Richard T. <i>Sociology</i>, 12th Edition. New York: McGraw-Hill, 2010.</p> <p>Thomas, W. LaVerne. <i>Sociology The Study of Human Relationships</i>. 1st Edition. Holt McDougal, 2010.</p> <p>Warburton, Martha J. <i>Study Guide</i>, 12th Edition. New York: McGraw-Hill, 2010.</p>
Notes	