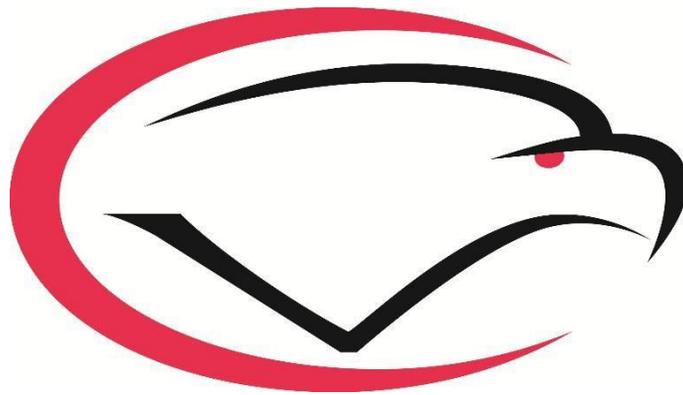


Secondary Curriculum Maps



Cumberland Valley School
District

Soaring to Greatness, Committed to
Excellence

Sociology

Grade: 12		Sociology	
Unit	Timeline	Topics	Priority Standards
Sociological Perspective Unit	6 weeks	Origins of Sociology	1.2 Students will compare and contrast the sociological perspective and how it differs from other social sciences.
		Sociological Perspective	1.2 Students will compare and contrast the sociological perspective and how it differs from other social sciences.
		Social Marginality and Sociological Imagination	1.2 Students will compare and contrast the sociological perspective and how it differs from other social sciences.
		Sociological Theories and Theorists	1.4 Students will identify, differentiate among, and apply a variety of sociological theories.
Sociological Investigation	2-3 weeks	Types of sociological research	1.3 Students will evaluate the strengths and weaknesses of the major methods of sociological research
		Sociological Methods	1.3 Students will evaluate the strengths and weaknesses of the major methods of sociological research
Culture	7 weeks	Elements of Culture	2.1 Students will describe the components of culture.
		Cultural Diversity	2.2 Students will analyze how culture influences individuals, including themselves.
		Cultural Changes	2.2 Students will analyze how culture influences individuals, including themselves.
		Theories of Culture	
		Amish case study	2.1 Students will describe the components of culture.
Socialization	5-6 weeks	Nature vs. Nurture	3.1 Students will describe the process of socialization across the life course
		Agents of Socialization	3.1 Students will describe the process of socialization across the life course
		Socialization Researchers	3.2 Students will explain the process of the social construction of the self.
Gender Stratification	4 weeks	Gender Roles	4.1 Students will identify common patterns of social inequality
		Gender Inequality	4.1 Students will identify common patterns of social inequality
Race and Ethnicity	4 weeks	Race and Ethnicity	4.1 Students will identify common patterns of social inequality
		Theories of Prejudice	4.1 Students will identify common patterns of social inequality
		Patterns of Interaction	4.1 Students will identify common patterns of social inequality
Deviance	5 weeks	Deviance vs. Crime	3.1 Students will describe the process of socialization across the life course
		Deviance	3.1 Students will describe the process of socialization across the life course
		Criminal Justice System	3.1 Students will describe the process of socialization across the life course
Collective Behavior	3 weeks	Collectivities	3.3 Students will examine the social construction of groups and their impact on the life chances of individuals
		Social Movements	3.3 Students will examine the social construction of groups and their impact on the life chances of individuals

Curriculum Map

ASA Standard	
4.1 Students will identify common patterns of social inequality	
Taught in Unit(s)	
Race and Ethnicity Gender Stratification	
Common Misconceptions	
1-Race and ethnicity are defined the same. 2-The term race has been around since the beginning of time. 3-Racism is no longer a problem 4-Masculinity and Femininity are defined the same throughout the world 5-There is no difference in how we treat boys versus how we treat girls 6-In the workforce, men and women are treated equally	
Big Idea(s)	Essential Question(s)
Race and ethnicity play a role in today’s society. Gender plays a role in determining the process of socialization and in developing stratification.	How do race and ethnicity differ? How do the four theories of prejudice explain why prejudicial thoughts occur in today’s society? What role has race and ethnicity played in the history of the United States? Why is gender a creation of society? How do the various agents of socialization use gender within the process? Where does stratification in the workplace appear and why?
Assessments	
Race and Ethnicity Quiz Current Events Race project and Egg project Gender Stratification Quiz <i>Hidden Figures</i> movie assignment	
Concepts (what students need to know)	Skills (what students must be able to do)
Difference between race and ethnicity Who are defined as minorities in the U.S. How prejudice is measured Theories of Prejudice Minority and Majority Interactions throughout history Role of gender in a global perspective Definition of gender roles Gender inequality in the world today	Define race and ethnicity and provide examples of each Explain who is considered a minority and why Identify Emory Bogardus and analyze how prejudice can be measured Differentiate between the four theories of prejudice Describe and apply the interactions of the majority and minority people in the U.S. Compare different societies and how they treat gender Define gender roles using agents of socialization

	Compare stratification in the workforce, education, government and the military
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Curriculum Map

ASA Standard	
3.3 Students will examine the social construction of groups and their impact on the life chances of individuals	
Taught in Unit(s)	
Collective Behavior	
Common Misconceptions	
1-Collective behavior is only defined as crowds 2-Social movements do not bring about change	
Big Idea(s)	Essential Question(s)
Collective behavior and social movements are important in creating change in society	How is collective behavior defined and studied? What are collectivities? How do social movements bring about change?
Assessments	
Current Events Collective Behavior Quiz Social Movement Assignment	
Concepts (what students need to know)	Skills (what students must be able to do)
Types of crowds Types of mass behavior Types of social movements Theories of social movements	Differentiate between the types of crowds and theories behind each crowd Differentiate between the types of mass behavior and give examples of each Explain social movements and list each type of social movement Compare the theories behind why social movements form

Curriculum Map

ASA Standard	
3.2 Students will explain the process of the social construction of the self.	
Taught in Unit(s)	
Socialization	
Common Misconceptions	
1-Human development is easily defined 2-Resocialization does not work	
Big Idea(s)	Essential Question(s)
Socialization plays a role in human development.	How does the work of researchers aid in the understanding of human development? Are institutions capable of resocializing people?
Assessments	
"Girl in the Window" reading with questions Current Events Unit Test <i>Blind Side</i> or other movie application "All About You" project	
Concepts (what students need to know)	Skills (what students must be able to do)
Researchers associated with socialization The process of resocialization	Compare the work of researchers and determine if the work is relevant and valuable Explain how resocialization works and determine if it truly works

Curriculum Map

ASA Standard	
3.1 Students will describe the process of socialization across the life course	
Taught in Unit(s)	
Socialization Deviance	
Common Misconceptions	
1-Families only contribute to socialization 2-Deviance is the same as committing a crime 3-Acts of deviance are the same around the world	
Big Idea(s)	Essential Question(s)
Socialization plays a role in human development. Deviance is an important factor in society; in the way it is defined and controlled.	Why is social experience the key to human personality? What are the important agents in the socialization process? How is deviance defined by societies? How do the sociological theories explain deviance? What role does the criminal justice system have in controlling deviant behavior?
Assessments	
Deviance Assignment Current Events Deviance Quiz Crime Project	
Concepts (what students need to know)	Skills (what students must be able to do)
The difference between nature vs. nurture The effects of social isolation The role mass media, school, peer groups and family have on the socialization process The difference between deviance and crime Theories behind deviance Role of the criminal justice system	Compare the role nature and nurture have on human development Analyze the differences and similarities in social isolation cases Describe each agent of socialization and give examples of each Define deviance and crime and give examples of each Define the theories explaining deviance and identify the theorists behind each theory Describe the process in the criminal justice system

Curriculum Map

ASA Standard	
2.2 Students will analyze how culture influences individuals, including themselves.	
Taught in Unit(s)	
Culture	
Common Misconceptions	
1- As a culture, we do not change over time (foundations remain the same) 2-The Amish do not pay taxes and they are a counterculture group	
Big Idea(s)	Essential Question(s)
The components of culture create who we are, and how we as a society, change over time	<p>Why is cultural diversity important in studying cultural patterns?</p> <p>Why does culture change over time?</p> <p>How does the structural-functional, social-conflict and sociobiology theories explain the role of culture in society?</p> <p>How does the Amish culture compare to current culture in mainstream America?</p>
Assessments	
Current Event Days Unit Test Amish Culture Project	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Examples of cultural diversity</p> <p>Causes of cultural changes over time</p> <p>How Ethnocentrism and Cultural Relativism are different</p> <p>Difference between the theories~ structural-functional, social-conflict and sociobiology</p> <p>Case study- Amish: history of the people and differences in cultural norms to the rest of America</p>	<p>Compare and give examples of cultural diversity using high culture, popular culture and subculture</p> <p>Define and give examples of cultural lag and cultural integration and explain why culture changes over time</p> <p>Explain the difference between ethnocentrism and cultural relativism</p> <p>Give examples of each theory</p> <p>Explore and analyze the Amish culture</p>

Curriculum Map

ASA Standard	
2.1 Students will describe the components of culture.	
Taught in Unit(s)	
Culture	
Common Misconceptions	
1- Culture is only defined by how we live or what is important to us as a people	
Big Idea(s)	Essential Question(s)
The components of culture create who we are, and how we as a society, change over time	What is culture? Why are symbols, languages, values and norms essential elements of culture?
Assessments	
Current Event Days Unit Test Amish Culture Project	
Concepts (what students need to know)	Skills (what students must be able to do)
Difference between material and nonmaterial culture What culture shock is William Graham Sumner and Robin Williams' contributions to the elements of culture	Give examples of material and nonmaterial culture Share experiences of culture shock Describe the contributions of William Graham Sumner and Robin Williams

Curriculum Map

ASA Standard	
1.4 Students will identify, differentiate among, and apply a variety of sociological theories.	
Taught in Unit(s)	
Sociological Perspective	
Common Misconceptions	
1-The role society plays in day to day life can easily be explained	
Big Idea(s)	Essential Question(s)
The discipline of sociology uses the sociological perspective and various theories to study society	<p>Why is sociological theory important to use in order to study society?</p> <p>How does using the Structural-Functional, Social-Conflict and Symbolic-Interaction theories provide a roadmap to understanding society?</p>
Assessments	
Sociological Perspective Test Current Events Applying the theories to the movie <i>Something the Lord Made</i>	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Herbert Spencer, George Herbert Mead and Robert Merton explain how to use the structural-functional theory</p> <p>How Karl Marx explains why the social-conflict theory came along</p> <p>How Harriet Martineau, Jane Addams, W.E.B. Dubois and Ida B. Wells break down the social-conflict theory into race and gender approaches</p> <p>How Max Weber uses the symbolic-interaction theory to understand society</p> <p>Macro-and Micro level orientation in using the sociological theories</p>	<p>Summarize and give real life examples using the structural-functional theory</p> <p>Summarize and give real life examples using the social-conflict theory</p> <p>Compare and contrast the gender and race approaches under the social-conflict theory</p> <p>Summarize and give real life examples using the symbolic-interaction theory</p> <p>Explain what theories fall under the macro level orientation and what theories fall under the micro level orientation</p>

Curriculum Map

ASA Standard	
1.3 Students will evaluate the strengths and weaknesses of the major methods of sociological research.	
Taught in Unit(s)	
Sociological Investigation	
Common Misconceptions	
1-Observations are the only way to study society	
Big Idea(s)	Essential Question(s)
Society can be explained using sociological research and methods.	<p>What are the characteristics of scientific, interpretive, and critical sociology?</p> <p>What are the various methods used in conducting research?</p> <p>What are the advantages and disadvantage of each sociological method?</p>
Assessments	
Current Event Days Sociological Investigation Quiz Research Assignment	
Concepts (what students need to know)	Skills (what students must be able to do)
Components of the sociological investigation How gender may affect research How to use both past and present sociological studies	<p>Define the vocabulary terms related to each type of research and method used by sociologists</p> <p>Differentiate between androcentricity, gynocentricity, gender blindness, double standard, overgeneralizing and interference</p> <p>Investigate and apply the different research methods to sociological studies</p>

Curriculum Map

ASA Standard	
1.2 Students will compare and contrast the sociological perspective and how it differs from other social sciences.	
Taught in Unit(s)	
Sociological Perspective	
Common Misconceptions	
1-Sociology has been around for centuries 2-Those who live on the margins of society do not understand society 3-Generalizations and stereotypes are the same	
Big Idea(s)	Essential Question(s)
The discipline of sociology uses the sociological perspective and various theories to study society	How and why did the discipline of sociology develop? How is the sociological perspective used? What role does social marginality play in sociological perspective?
Assessments	
Sociological Perspective Unit Test	
Concepts (what students need to know)	Skills (what students must be able to do)
Auguste Comte began the discipline of sociology Peter Berger constructed the sociological perspective Emile Durkheim determined who was most likely to commit suicide C. Wright Mills illustrated the sociological imagination What are generalizations versus Stereotypes Importance of a global perspective in comparing other societies	Explain how sociology morphed into a social science due to historical changes Apply the sociological perspective to society Identify those who are most likely to commit suicide and determine if those factors still hold true today Compare social marginality to sociological imagination Explain the difference between generalizations and stereotypes Analyze the use of the global perspective comparing other populations of the world

Cell: A1

Comment: Scope and Sequence has been cleaned up and looks good! This is approved!

▣ Sabrina Lindsay