



Course Description

Sociology focuses on the systematic understanding of social interaction, social organization, social institutions, and social change. Major themes in sociological thinking include the interplay between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life. Understanding sociology helps individuals discover and explain social patterns and see how such patterns change over time and in different settings. By making vivid the social basis of everyday life, sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life.

Recommended Grade Level: 11-12

Course Length: 1 Semester

Credits: 0.5

Prerequisites: None

Course Rationale

Introducing sociological principles to high school students can be especially valuable for their development as they make the transition from adolescence into adulthood. Sociology is concerned with topics of particular interest to teenagers, such as peer groups, group identities, agents of socialization, deviance and conformity. These topics are also developmentally relevant to teenagers as they transition from their family settings and high school classes into the freedom and responsibilities of college life and the labor force. Sociology courses provide opportunities to deepen analytic skills critical to successful transitions from high school to post-secondary education and beyond. A sociological perspective underscores the importance of examining the social world with a critical eye and questioning assumptions, stereotypes and generalizations that underlie conventional social interactions and beliefs about one's world. Sociology helps students to understand themselves better, since it examines how the social world influences the way they think, feel, and act. Students need to understand the social processes that contribute to problems such as poverty, violence, crime, and climate change if they are to have the tools to work toward solutions to the pressing global issues we all face in the 21st century (American Sociological Association, 2022).

Materials

Text: *Sociology and You*. (2014). McGraw-Hill.

TRAILS (website) - <https://trails.asanet.org/>

Other Resources: NCSS C3 Framework - <https://www.socialstudies.org/standards/c3>

Topic related choice books - TBD



Course Information

Scope and Sequence:

	Topics of Study	Estimated Time (in weeks)
1	Introduction to Sociology	TBD
2	Culture	TBD
3	Social Structure	TBD
4	Social Stratification	TBD
5	Crime and Deviance	TBD
6	Social Institutions	TBD

ASA Sociology: Learning Domains

Domain 1	The Sociological Perspective and Methods of Inquiry
Domain 2	Social Structure: Culture, Institutions, and Society
Domain 3	Social Relationships: Self, Groups, and Socialization
Domain 4	Stratification and Inequality

Topic of Study # 1 Introduction to Sociology

(Estimated time _____ weeks)

Content Standards	Soc.A.1.1 – Explain the main Sociological Perspectives.
Learning Domain	Domain 1: The Sociological Perspective and Methods of Inquiry
Essential Questions	How do the main Sociological Perspectives differ? What do they have in common?
Expectation for Learning	Describe how the Scientific Revolution’s impact on religious, political and cultural institutions challenged how people viewed the world. Students will identify sociology as a scientific field of inquiry. Students will compare and contrast the sociological perspective and how it differs from other social sciences. Students will identify, differentiate among, and apply a variety of sociological theories. Students will evaluate the strengths and weaknesses of the major methods of sociological research.
Learning Targets	I can <ul style="list-style-type: none"> ● Define the three main Sociological Perspectives (Conflict, Functionalist, and Interactionist) ● Identify Sociologists that believe in each perspective



	<ul style="list-style-type: none"> • Offer examples of the perspectives in real life
Key Concepts/Vocabulary	<ul style="list-style-type: none"> - Functionalist perspective - Conflict theory - Symbolic interaction
Instructional Strategies	<ul style="list-style-type: none"> - Guided Notes on Sociological Perspectives - Perspective Scenarios - Finding Examples in “Seinfeld” - Summative Project: Week-long Journal (Functionalist, Conflict, Symbolic Interactionist)

Content Standards	Soc.A.1.2 – Identify the men credited for founding the study of Sociology
Learning Domain	Domain 1: The Sociological Perspective and Methods of Inquiry
Essential Questions	Who are the founders of Sociology and how do they differ in their perspectives?
Expectation for Learning	See Learning Targets
Learning Targets	<p>I can</p> <ul style="list-style-type: none"> • Define the three main Sociological Perspectives (Conflict, Functionalist, and Interactionist) • Identify Sociologists that believe in each perspective • Offer examples of the perspectives in real life
Key Concepts/Vocabulary	<ul style="list-style-type: none"> - C. Wright Mills - Emile Durkheim - Auguste Comte - Karl Marx - Max Weber - Hebert Spencer - Functionalist perspective - Conflict theory - Symbolic interaction
Instructional Strategies	<ul style="list-style-type: none"> - Founding Fathers of Sociology Webquest - Guided Notes on Founders of Sociology - Summative Project: Week-long Journal (Functionalist, Conflict, Symbolic Interactionist)

Content Standards	Soc.A.1.3 – <i>Identify differences between Sociology and the other social sciences.</i>
Learning Domain	Domain 1: The Sociological Perspective and Methods of Inquiry
Essential Questions	What are the components of scientific inquiry?
Expectation for Learning	Explain the impacts of social context on human behavior.
	I can



Learning Targets	<ul style="list-style-type: none"> • define Psychology • define Anthropology • discuss social interaction and phenomena • define sociological imagination • list examples of social constructions of reality
Key Concepts/Vocabulary	Functionalist perspective Conflict theory Symbolic interaction Scientific method Hypotheses Independent and dependent variables Scientific study of society
Instructional Strategies	- Guided Notes on Scientific Inquiry - Reading/Discussion to follow on Sociological Imagination

Content Standards	Soc.A.1.4 – Explain ways in which symbolic interaction is used in real life.
Learning Domain	Domain 1: The Sociological Perspective and Methods of Inquiry
Essential Questions	How do we use symbols in our everyday life?
Expectation for Learning	Students will be able to identify how symbols are used in their personal lives and
Learning Targets	I can <ul style="list-style-type: none"> • Explain how symbols can be used to communicate. • Explain how symbols change between regions and cultures.
Key Concepts/Vocabulary	
Instructional Strategies	Guided Notes on Symbols - Reading/Discussion to follow on Sociological Imagination

Topic of Study # 2 Culture
 (Estimated time weeks)

Content Standards	PS 12.1: Identify the perspectives of diverse cultural groups when analyzing current issues.
Learning Domain	Domain 2: Social Structure: Culture, Institutions, and Society
Essential Questions	What are some of the contributing factors to the development of different cultural perspectives?
Expectations for Learning	Students will describe the components of culture. Students will analyze how culture influences individuals, including themselves.
Learning Targets	I can <ul style="list-style-type: none"> • describe the components of culture • analyze how culture influences individuals, including themselves
Key Concepts/Vocabulary	- Cultural Relativism - Cultural Universals - Folkways



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Instructional Strategies	Guided Notes on culture - Reading/Discussion, Think-Pair-Share

Content Standards	PS 12.2: Analyze proposed solutions to current issues from the perspectives of diverse cultural groups.
Learning Domain	<i>Domain 1: The Sociological Perspective and Methods of Inquiry</i>
Essential Questions	What are some of the strengths and weaknesses of major research methods used in Sociology?
Expectations for Learning	Students will analyze how culture influences individuals, including themselves. Students will evaluate the strengths and weaknesses of the major methods of sociological research. Students will describe the components of culture.
Learning Targets	I can <ul style="list-style-type: none"> ● analyze how culture influences individuals, including themselves. ● evaluate the strengths and weaknesses of the major methods of sociological research. ● describe the components of culture.
Key Concepts/Vocabulary	- Norms - Society - Culture - Subculture - Sanctions - Values - Ethnocentrism - Cultural relativity - Culture shock - American values
Instructional Strategies	Guided Notes on components of culture - Reading/Discussion

Content Standards	PS 12.3: Analyze ways countries and organizations respond to conflict between forces of unity and forces of diversity.
Learning Domain	<i>Domain 2: Social Structure: Culture, Institutions, and Society</i>
Essential Questions	What are some examples of forces of unity and diversity in society?
Expectations for Learning	Students will analyze component of local, national, and international conflict using a Sociology lense
Learning Targets	I can <ul style="list-style-type: none"> ● analyze ways that countries and organizations respond to conflict
Key Concepts/Vocabulary	- Ethnocentrism - Diffusion - Internalization - Social Control - Narcissism
Instructional Strategies	Guided Notes on concepts of unity and diversity



	- Reading/Discussion
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Content Standards	PS 12.5: Evaluate the role or the institution in guiding, transmitting, preserving, and changing culture
Learning Domain	<i>Domain 2: Social Structure: Culture, Institutions, and Society</i> <i>Domain 4: Stratification and Inequality</i>
Essential Questions	How have social institutions changed and evolved over time? What are some examples of institutional power?
Expectations for Learning	Students will assess how social institutions and cultures change and evolve. Students will assess responses to social inequality. Students will identify the distribution of power through social institutions. Students will identify the potential of institutions to produce, reinforce, or challenge inequality.
Learning Targets	I can <ul style="list-style-type: none"> ● assess how social institutions and cultures can change and evolve ● identify distribution of power through social institutions
Key Concepts/Vocabulary	<ul style="list-style-type: none"> - Reformulation - Cultural Lag - Ideology - Self-Fulfillment - Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age - Countercultures - Social movements
Instructional Strategies	Guided Notes on examples of equality and inequality - Reading/Discussion (textbook)

Topic of Study # 3 Social Structure

(Estimated time weeks)

Content Standards	Soc 12.C.1 - Explain all aspects of Status in Social Structure.
Learning Domain	<i>Domain 2: Social Structure: Culture, Institutions, and Society</i>
Essential Questions	What are some of the ways that culture impacts institutions in society?
Expectations for Learning	Students will evaluate important social institutions and how they respond to social needs.
Learning Targets	I can <ul style="list-style-type: none"> ● define status ● discuss aspects of status
Key Concepts/Vocabulary	<ul style="list-style-type: none"> - Ascribed Status - Achieved Status - Master Status - Roles
Instructional Strategies	Guided Notes on examples of status



	- Reading/Discussion (textbook)
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Content Standards	Soc 12.C.2 - Define and explain the importance of roles in society.
Learning Domain	<i>Domain 2: Social Structure: Culture, Institutions, and Society</i>
Essential Questions	What are some examples of the different types of roles in society?
Expectations for Learning	Students will define different roles in society Students will compare and contrast different roles in society using Sociology terminology
Learning Targets	I can <ul style="list-style-type: none"> • Define different roles in society • Compare and contrast different roles in society using Sociology terminology
Key Concepts/Vocabulary	<ul style="list-style-type: none"> - Reciprocal Roles - Role Expectations - Role Performance - Role Conflict - Role Strain
Instructional Strategies	Guided Notes on examples of different roles in society - Reading/Discussion (textbook)

Content Standards	Soc 12.C.3 - Identify and explain social institutions.
Learning Domain	<i>Social Structure: Culture, Institutions, and Society</i>
Essential Questions	How do social institutions develop and change over time?
Expectations for Learning	Students can define relevant vocabulary Students can explain ways that institutions are started Students can list examples of institutional change
Learning Targets	I can <ul style="list-style-type: none"> • define relevant vocabulary • explain ways that institutions are started • list examples of institutional change
Key Concepts/Vocabulary	<ul style="list-style-type: none"> - Exchange - Competition - Conflict - Cooperation - Accommodation
Instructional Strategies	Guided Notes on examples of institutions, including timelines - Reading/Discussion (textbook)

Content Standards	Soc 12.C.4 - Identify and explain the purpose of groups in society.
Learning Domain	<i>Domain 3: Social Relationships: Self, Groups, and Socialization</i>



Essential Questions	What is the process of socialization across one's life course? How might understanding this process improve people's quality of life?
Expectations for Learning	Students will describe the process of socialization across the life course. Students will explain the process of the social construction of the self. Students will examine the social construction of groups and their impact on the life chances of individuals.
Learning Targets	I can <ul style="list-style-type: none"> • describe the process of socialization across the life course. • explain the process of the social construction of the self. • examine the social construction of groups and their impact on the life chances of individuals.
Key Concepts/Vocabulary	<ul style="list-style-type: none"> - Primary Group - Secondary Group - Reference Group - In-Group - Out-Group - E-Communities - I & me - Role-taking - Generalized other - Identity - Deviance & conformity
Instructional Strategies	Guided Notes on examples of socialization across the life process - Reading/Discussion (textbook)

Content Standards	Soc 12.C.5 – <i>Understand and explain the stages of human development.</i>
Learning Domain	Social Relationships: Self, Groups, and Socialization
Essential Questions	How does one's life structure in society change over time?
Expectations for Learning	Students will be able to use appropriate terminology to name and explain the different stages of human development.
Learning Targets	I can <ul style="list-style-type: none"> • explain the stages of human development
Key Concepts/Vocabulary	<ul style="list-style-type: none"> - Childhood - Adolescence - Adult Life
Instructional Strategies	Guided Notes on examples of stages of human development - Reading/Discussion (textbook)



Topic of Study # 4 Social Stratification

(Estimated time weeks)

Content Standards	Soc 12.4.A – <i>Understand the effects of money, power and prestige on American society.</i>
Learning Domain	<i>Domain 4: Stratification and Inequality</i>
Essential Questions	What is wealth? How does it impact people’s lives?
Expectations for Learning	Students will analyze the effects of social inequality on groups and individuals.
Learning Targets	I can define wealth analyze effects of social inequality
Key Concepts/Vocabulary	Caste System Class System Social classes Socioeconomic status
Instructional Strategies	Guided Notes on wealth and inequality - Reading/Discussion (textbook)

Content Standards	Soc 12.4.B – <i>Understand the impact of gender and gender bias in American society.</i>
Learning Domain	<i>Domain 4: Stratification and Inequality</i>
Essential Questions	How does one’s gender impact their life experiences?
Expectations for Learning	Students will identify common patterns of social inequality.
Learning Targets	I can <ul style="list-style-type: none"> identify common patterns of social inequality
Key Concepts/Vocabulary	Gender inequality Privilege Power
Instructional Strategies	Guided Notes on gender bias - Reading/Discussion (textbook)

Content Standards	Soc 12.4.C – <i>Understand the inequalities of race and ethnicity in American society.</i>
Learning Domain	<i>Domain 4: Stratification and Inequality</i>
Essential Questions	How have Government policies affected the lives of minorities?
Expectations for Learning	Students will identify common patterns of social inequality.
Learning Targets	I can <ul style="list-style-type: none"> Explain differences between race and ethnicity Explains differences between discrimination and prejudice Identify patterns in the treatment of minority groups
Key Concepts/Vocabulary	Privilege Power
Instructional Strategies	Guided Notes on race and ethnicity



	- Reading/Discussion (textbook)
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Content Standards	Soc 12.4.D – <i>Understand the impact of age and disability on American Society.</i>
Learning Domain	Domain 4: Stratification and Inequality
Essential Questions	How does old age and disability impact financial institutions?
Expectations for Learning	Students will analyze the effects of social inequality on groups and individuals.
Learning Targets	I can <ul style="list-style-type: none"> • define ageism • analyze the effects of age and disability
Key Concepts/Vocabulary	“Graying of America” Ageism
Instructional Strategies	Guided Notes on ageism and disability - Reading/Discussion (textbook)

Topic of Study # 5 Crime and Deviance

(Estimated time weeks)

Content Standards	Soc 12.F.1 – <i>Explain how deviance impacts societal norms</i>
Learning Domain	Domain 3: Social Relationships: Self, Groups, and Socialization
Essential Questions	How is deviance defined? How does society impact people’s actions?
Expectations for Learning	Students will describe the process of socialization across the life course Students will explain how deviance impacts social norms
Learning Targets	I Can <ul style="list-style-type: none"> • describe the process of socialization • define relevant terminology
Key Concepts/Vocabulary	- Stigma - Strain Theory - Control Theory - Cultural Transmission Theory - Primary vs. Secondary deviance
Instructional Strategies	Guided Notes on deviance and social norms - Reading/Discussion (textbook)

Content Standards	Soc 12.F.2 – <i>Describe how sanctions in the criminal justice system impacts the control of deviance</i>
Learning Domain	Domain 3: Social Relationships: Self, Groups, and Socialization
Essential Questions	How have criminal sanctions changed over the years? How do social norms impact crime and punishment?
Expectations for Learning	Students will describe the process of socialization across the life course.
Learning Targets	I Can <ul style="list-style-type: none"> • Explain the differences between adult vs. juvenile justice systems



	<ul style="list-style-type: none"> ● Identify types of crimes ● Describe the difference between the juvenile-justice system and the adult justice system. ● Define recidivism and its role in the criminal-justice system. ● Explain the cultural transmission theory. ● Explain the concept of degradation ceremony. ● Name 4 sanctions and describe what they are. ● Explain a victimless crime. ● Explain how deviance helps clarify norms.
Key Concepts/Vocabulary	<ul style="list-style-type: none"> - White-collar crime - Police discretion - Racial profiling - Recidivism - Corrections - Deviance - Conformity
Instructional Strategies	<p>Guided Notes on the justice system and relevant terminology</p> <ul style="list-style-type: none"> - Reading/Discussion (textbook)

Topic of Study # 6 Social Institutions

(Estimated time weeks)

Content Standards	Soc 12.5.A – <i>Understand the issues surrounding the American educational system.</i>
Learning Domain	<i>Domain 2: Social Structure: Culture, Institutions, and Society</i>
Essential Questions	What are some of the issues surrounding the American educational system? What are some of the ways that individuals and society have responded to these issues?
Expectations for Learning	Students will evaluate important social institutions and how they respond to social needs.
Learning Targets	<p>I Can</p> <ul style="list-style-type: none"> ● name issues surrounding the American educational system ● evaluate ways that individuals and society have responded to these issues
Key Concepts/Vocabulary	<ul style="list-style-type: none"> - Tracking - Hidden Curriculum - Schooling - Home Schooling
Instructional Strategies	<p>Guided Notes on American educational system</p> <ul style="list-style-type: none"> - Reading/Discussion (textbook)

Content Standards	Soc 12.5.B – <i>Understand and explain how religions impact American society.</i>
Learning Domain	<i>Domain 2: Social Structure: Culture, Institutions, and Society</i>



Essential Questions	What are some of the ways that social institutions respond to social needs? When and how have these responses been successful? Unsuccessful?
Expectations for Learning	Students will evaluate important social institutions and how they respond to social needs.
Learning Targets	I Can <ul style="list-style-type: none">• evaluate social institutions' responses to social needs (e.g. college admissions, food assistance programs)
Key Concepts/Vocabulary	<ul style="list-style-type: none">- Monotheism- Polytheism- Sect- Cult
Instructional Strategies	Guided Notes on social institutions <ul style="list-style-type: none">- Reading/Discussion (textbook)