Sociology Curriculum Maps

Grade: 11 and 12 Subject: Sociology	Unit 1: Culture and Social Structure
Big Idea/Rationale	Unit 1 – Culture and Social Structure will examine social life, including the meaning of culture, cultural variation, value systems, social control and social change. These building blocks will by 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)	• Identify and explain sociology. • Describe how the field of sociology developed. • Distinguish between the three theoretical perspectives. • Define the meaning of the term *culture*. • Explain cultural universals. • Explain the terms *ethnocentrism* and *cultural relativism*. • 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 stabilized 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)	• 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?
Content (Subject Matter)	• Social life • Culture • Cultural Variation • Value Systems • Social Control • Social Change • Social Structure • Social Interactions • Types of Societies • Types of Groups • Formal Organizations

Skills/ Benchmarks
(CCSS Standards)
	National Standard Area: Vocational Applications
	• **Content Standard 1: Career options**
	   o 1.1 - Identify careers in sociological science and practice.
	   o 1.2 - Identify careers related to sociology.
	• **Content Standard 2: Educational requirements**
	   o 2.1 – Identify degree requirements for sociologists and sociology-related careers.
	   o 2.2 – Identify resources to help select sociology programs for further study.
	• **Content Standard 3: Vocational applications of sociological science**
	   o 3.1 – Discuss ways in which sociological science addresses domestic and global issues.
	   o 3.2 – Identify careers in sociological science that have evolved as a result of domestic and global issues.
	• **Georgia State Standards for Sociology**
	   o **Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.
	   o **Culture:** The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of a society.
	   o **Individuals, Groups, And Social Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.
	   o **Time, Continuity and Change:** The student will understand that while change occurs over time, there is continuity to the

	basic structure of society.
	o **Human Environment Interaction:** The student will understand that humans, their society, and the environment affect each other.
	o **Conflict and Change:** The student will understand that where there is conflict between or with societies, change is the result.
	o **Incentives:** The student will understand that parties respond predictably to positive and negative sanctions.
Materials and Resources	• Schaefer, Richard T. *Sociology*, 12th Edition. New York: McGraw-Hill, 2010. • Warburton, Martha J. *Study Guide*, 12th Edition. New York: McGraw-Hill, 2010.
Notes	

Grade: 11 and 12 Subject: Sociology	Unit 2: The Individual in Society
Big Idea/Rationale	Unit 2 – The Individual in Society 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)	- 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)	- 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? • 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
Content (Subject Matter)	• 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
Skills/ Benchmarks (CCSS Standards)	National Standard Area: Life Span Development in Sociology • 1: Methods and issues in life span development ○ 1.2 Explain issues of continuity/discontinuity and stability/change. ○ 1.5 Discuss issues related to the end of life. • 2: Theories of life span development ○ 2.3 Discuss theories of social development. • 6: Adolescence ○ 6.3 Describe identity formation. ○ 6.4 Discuss the role of family and peers in adolescent development. • 7: Adulthood and aging ○ 7.3 Discuss social, cultural, and emotional issues in aging. Georgia State Standards for Sociology

	- **Culture:** The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of a society. - **Individuals, Groups, And Social Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. - **Time, Continuity and Change:** The student will understand that while change occurs over time, there is continuity to the basic structure of society. - **Human Environment Interaction:** The student will understand that humans, their society, and the environment affect each other. - Interdependency: The student will understand that, because of interdependency, a decision made by one party has intended and unintended consequences on other parties. - **Rule of Law:** The student will understand that, in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government. - **Scarcity:** The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.
Materials and Resources	- Schaefer, Richard T. Sociology, 12th Edition. New York: McGraw-Hill, 2010. - Warburton, Martha J. Study Guide, 12th Edition. New York: McGraw-Hill, 2010.
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Grade: 11 and 12 Subject: Sociology	Unit 3: Social Inequality
Big Idea/Rationale	Unit 3 – Social Inequality 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)	• 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 *race, ethnicity,* and *minority group.* • 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)	• 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? • 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 if 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?
Content (Subject Matter)	• 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
Skills/ Benchmarks (CCSS Standards)	**Georgia State Standards for Sociology** • **Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. • **Culture:** The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of a society. • **Individuals, Groups, And Social Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

	- **Time, Continuity and Change:** The student will understand that while change occurs over time, there is continuity to the basic structure of society. - **Human Environment Interaction:** The student will understand that humans, their society, and the environment affect each other. - Interdependency: The student will understand that, because of interdependency, a decision made by one party has intended and unintended consequences on other parties. - **Conflict and Change:** The student will understand that where there is conflict between or with societies, change is the result. - **Conflict Resolution:** The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise. - Incentives: The student will understand that parties respond predictably to positive and negative sanctions.
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Grade: 11 and 12 **Subject:** Sociology	**Unit 4: Social Institutions**
Big Idea/Rationale	Unit 5 – Social Institutions 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)	• 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)	• 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? • 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?
Content (Subject Matter)	• Family in a Cross-Cultural Perspective • American Family • Economic Institutions • Political Institutions • Sociology of Education • Sociology of Religion • Science as a Social Institution
Skills/ Benchmarks (CCSS Standards)	**Georgia State Standards for Sociology** • **Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. • **Culture:** The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of a society. • **Individuals, Groups, And Social Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. • Time, Continuity and Change: The student will understand that while change occurs over time, there is continuity to the basic structure of society. • **Human Environment Interaction:** The student will understand that humans, their society, and the environment affect each other. • Interdependency: The student will understand that, because of interdependency, a decision made by one party has intended and unintended consequences on other parties. • **Conflict and Change:** The student will understand that where there is conflict between or with societies, change is the result. • **Conflict Resolution:** The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise. • **Incentives:** The student will understand that parties respond predictably

| | to positive and negative sanctions.
- **Production, Distribution, Consumption:** The student will understand that the production, distribution and consumption of goods/services produced by the society are affected by the location, customs, beliefs and laws of the society.
- **Rule of Law:** The student will understand that, in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.
- **Scarcity:** The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.
- **Technological Innovation**: The student will understand that technological innovations have consequences, both intended and unintended for society. |
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| **Materials and Resources** | - Schaefer, Richard T. *Sociology*, 12th Edition. New York: McGraw-Hill, 2010.
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| **Notes** | |

Grade: 11 and 12 **Subject**: Sociology	**Unit 5: The Changing Social World**
Big Idea/Rationale	Unit 5 – The Changing Social World will analyze the ways in which population has shifted, both geographically and demographically, urban life, collective behavior, social movements that both failed and succeeded in creating social change and modernization.
Enduring Understanding (Mastery Objective)	• Identify factors that affect size and structure of populations and explain how sociologists measure these factors. • Summarize how sociologists explain population change and describe the programs that have been instituted to control population growth. • Explain how cities evolved and why urbanization is such a recent event. • Identify three models that have been proposed to explain the structure of cities and summarize the theories that have been put forth to explain city life. • Contrast the various types of collectives and describe the explanations for collective behavior that have been proposed. • Identify the preconditions necessary for collective behavior to occur and explain how they build on one another. • Describe the types of social movements that exist and explain how they differ. • Identify the stages present in the life cycle of social movements and describe ways in which the existence of social movements can be explained. • Summarize the theories that social scientists have offered to explain the process of social change • Explain how the theories of social change have evolved. • Contrast the views of modernization theory and world-system theory on modernization in less developed nations. • Identify some of the positive and negative effects modernization on social life and the natural environment.
Essential Questions (Instructional Objective)	• What factors affect the size and structure of populations, and how do sociologists measure these factors? • How do sociologists explain population change, and what programs have been instituted to control population growth? • How do cities develop? Why is urbanization a recent event? • What models have been proposed to explain the structure of cities? • What theories have been put forth to explain city life? • How might population density shape collective behavior? How might mass media play a role in social movements? • What types of social movements exist and how do they differ? • What stages are present in the life of social movements, and how can the

	existence of social movements be explained?
	• What might be some causes and effects of social change?
	• What might be some effects of modernization on a society?
	• How have the theories of social change evolved?
	• How do modernization theory and world-system theory differ in their views on modernization in less-developed nations?
	• What are some of the positive and negative effects of modernization on social life and the natural environment?
	• How does globalization contribute to social change?
	• What are some of the advantages of outsourcing work to peripheral nations?
Content (Subject Matter)	• Population Change
	• Urban Life
	• Collective Behavior
	• Social Movements
	• Explain Social Change
	• Modernization
Skills/ Benchmarks (CCSS Standards)	**Georgia State Standards for Sociology**
	• **Culture:** The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of a society.
	• **Individuals, Groups, And Social Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.
	• **Time, Continuity and Change:** The student will understand that while change occurs over time, there is continuity to the basic structure of society.
	• **Human Environment Interaction:** The student will understand that humans, their society, and the environment affect each other.
	• Interdependency: The student will understand that, because of interdependency, a decision made by one party has intended and unintended consequences on other parties.
	• **Conflict and Change:** The student will understand that where there is conflict between or with societies, change is the result.
	• **Conflict Resolution:** The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise.
	• Incentives: The student will understand that parties respond predictably to positive and negative sanctions.
	• **Location:** The student will understand that location affects a society's economy, culture, and development.
	• **Movement/Migration:** The student will understand that the movement or migration of people affects all societies involved.
	• **Production, Distribution, Consumption:** The student will understand

	that the production, distribution and consumption of goods/services produced by the society are affected by the location, customs, beliefs and laws of the society. • **Rule of Law:** The student will understand that, in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government. • **Technological Innovation:** The student will understand that technological innovations have consequences, both intended and unintended for society.
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