

<b>I. The Sociological Perspective</b>			
<b>Textbook Rating</b>	<b>Grade Level(s)</b>	<b>Teaching Time</b>	<b>Quarter</b>
1	12	5 days	1(or 3)
<p><b>National Standard</b>            Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Define sociology.</li> <li>2. Recognize how sociology developed as a social science.</li> <li>3. Explain the basic principles of the three theoretical perspectives: functional, conflict, and symbolic interaction.</li> </ol>			
<p><b>District Objective(s)</b>            Students will:</p> <ol style="list-style-type: none"> <li>1. Define sociology.</li> <li>2. Outline the contributions of the major pioneers of sociology.</li> <li>3. Identify the three major theoretical perspectives in sociology today.</li> </ol>			
<p><b>Concept(s): Sociology studies human social behavior from a group perspective. Sociologists view social behavior through three theoretical perspectives.</b></p>			
<b>Topics</b>		<b>Textbook Correlation</b>	
<ol style="list-style-type: none"> <li>1. The nature of sociology               <ol style="list-style-type: none"> <li>A. Patterns</li> <li>B. Sociological imagination</li> </ol> </li> <li>2. Origins of sociology               <ol style="list-style-type: none"> <li>A. Auguste Comte</li> <li>B. Harriet Martineau</li> <li>C. Herbert Spencer</li> <li>D. Jane Addams</li> <li>E. W.E.B. Du Bois</li> </ol> </li> <li>3. Theoretical perspectives               <ol style="list-style-type: none"> <li>A. Functionalism</li> <li>B. Symbolic interactionism</li> <li>C. Conflict</li> </ol> </li> </ol>		Chapter 1	
		<b>Instructional Resources</b>	
		American Sociological Association <a href="http://www.asanet.org">www.asanet.org</a>	
		Dead Sociologists web <a href="http://www.runet.edu/~Iridener/DSS/DEADSOC.htm">www.runet.edu/~Iridener/DSS/DEADSOC.htm</a>	

<b>Instructional Resources</b>	<b>Suggested Strategies/Activities</b>
	<p>Observation: Public Place</p> <p>Learning Goals Outline</p>
<b>Assessments</b>	
<p>Grade: Learning Goals Outline</p> <p>Chapter 1 Test</p>	

### III. Culture

Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	12	8 days	1(or 3)

**National Standard**

Students will be able to:

1. Define culture.
2. Distinguish between material and non-material culture.
3. Explain the role language plays within culture.
4. Define values and norms and the relationships between them.
5. Explain factors which lead to cultural diversity.

**District Objective(s)**

Students will:

1. Explain how culture and heredity affect social behavior.
2. Describe how language and culture are related.
3. Name the essential components of culture.
4. Understand how cultural diversity is promoted within a society.
5. Identify similarities in cultures around the world.

**Concept(s): Culture defines how people in a society behave in relation to others and to physical objects. The essential components of culture are norms, values, beliefs, and material objects.**

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Culture and society</li> <li>2. Culture and heredity</li> <li>3. Symbols, language and culture</li> <li>4. Sapir-Whorf Hypothesis</li> <li>5. Norms                             <ol style="list-style-type: none"> <li>A. Folkways</li> <li>B. Mores</li> <li>C. Laws</li> </ol> </li> <li>6. Values</li> <li>7. Beliefs and physical objects</li> <li>8. Cultural change</li> <li>9. Cultural diversity</li> <li>10. Cultural universals</li> </ol>	Chapter 3
	<b>Instructional Resources</b>
	<p><a href="http://www.soc.umn.edu/~edwards/soclinks.htm">www.soc.umn.edu/~edwards/soclinks.htm</a></p> <p>Video: Ambush at Waco</p>

Instructional Resources	Suggested Strategies/Activities
	<p>Coat of Arms</p> <p>Vocabulary Activity</p>
<b>Assessments</b>	
<p>Grade: Vocabulary Activity</p> <p>Chapter 2 Test</p>	

<b>IV. Socialization</b>			
<b>Textbook Rating</b>	<b>Grade Level(s)</b>	<b>Teaching Time</b>	<b>Quarter</b>
1	12	8 days	1 (or 3)
<p><b>National Standard</b>            Students will be able to:</p> <ol style="list-style-type: none"> <li>Evaluate the influences of heredity and environment on the development of personality.</li> <li>Describe how our sense of self emerges.</li> <li>Describe the lessons from isolation studies.</li> <li>Explain the difference between conflict, functional and symbolic interaction approaches to socialization.</li> <li>Identify the most important agents of socialization in the United States.</li> </ol>			
<p><b>District Objective(s)</b>            Students will:</p> <ol style="list-style-type: none"> <li>Define socialization.</li> <li>Describe the effects of extreme isolation on children.</li> <li>Explain key concepts of socialization from each of the three social perspectives.</li> <li>Analyze the role of the family, school, peer group, mass media, and others in socialization.</li> </ol>			
<b>Concept(s): Socialization is the cultural process of learning to participate in group life.</b>			
<b>Topics</b>		<b>Textbook Correlation</b>	
<ol style="list-style-type: none"> <li>Socialization in personality</li> <li>Isolated children               <ol style="list-style-type: none"> <li>Anna</li> <li>Isabelle</li> <li>Genie</li> </ol> </li> <li>Functionalist perspective and socialization</li> <li>Conflict perspective and socialization</li> <li>Symbolic interactionism and socialization               <ol style="list-style-type: none"> <li>Looking-glass self</li> <li>Role-taking</li> </ol> </li> <li>Agents of socialization               <ol style="list-style-type: none"> <li>Family</li> <li>Peers</li> <li>School</li> <li>Mass media</li> <li>Other factors</li> </ol> </li> </ol>		Chapter 4	
		<b>Instructional Resources</b>	
		Video: Secrets of a Wild Child: Genie  <a href="http://www.ropercenter.uconn.edu/">www.ropercenter.uconn.edu/</a>	

Instructional Resources	Suggested Strategies/Activities
	<p>Case Study of isolated children</p> <p>Collage: Agents of Socialization</p> <p>Learning Goals Outline</p>
<b>Assessments</b>	
<p>Grade: Case Study  Collage  Learning Goals Outline</p> <p>Chapter 4 Test</p>	

## V. Social Organization and Social Networks

Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	12	5 Days	1 (or 3)

### National Standard

Student will be able to:

1. Define and provide examples of social status and roles.
2. Explain and illustrate role strain and role conflict.
3. Identify changes that have altered the social structure of societies.

### District Objective(s)

Students will:

1. Understand the meaning of social structure
2. Discuss how statuses and roles are related to social structure
3. Explain how culture and social structures are related
4. Compare and contrast pre-industrial, industrial, and post-industrial societies

**Concept(s): The underlying pattern of social relationships in a group is social structure. Statuses and roles are important elements of social structure.**

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Social Structure</li> <li>2. Status                             <ol style="list-style-type: none"> <li>A. Ascribed</li> <li>B. Achieved</li> <li>C. Master status</li> </ol> </li> <li>3. Rights and obligations</li> <li>4. Role performance and social interaction</li> <li>5. Role conflict and role strain</li> <li>6. Pre-industrial societies</li> <li>7. Industrial societies                             <ol style="list-style-type: none"> <li>A. Gemienschaft</li> <li>B. Gesellschaft</li> <li>C. Mechanical solidarity</li> <li>D. Organic solidarity</li> </ol> </li> <li>8. Post-industrial societies</li> </ol>	<p>Chapter 5</p> <hr/> <p style="text-align: center;"><b>Instructional Resources</b></p> <p><a href="http://www.cs.ius.indiana.edu/AK/GSLOSS/WEB.DOC/S/tth&amp;g.htm">www.cs.ius.indiana.edu/AK/GSLOSS/WEB.DOC/S/tth&amp;g.htm</a></p>

<b>Instructional Resources</b>	<b>Suggested Strategies/Activities</b>
	<p>Small Group Activity: Role Conflict Solutions</p> <p>Public Observation-patterns within structures</p> <p>Learning Goals Outline</p> <p>Small Group Activity - Charts (hunting and gathering, horticultural, pastoral, agricultural societies)</p>
<b>Assessments</b>	

Grade: Small Group Activity  
 Learning Goals Outline

Chapter 5 Test

### V. Social Organizations

Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	12	7 days	1 (or 3)
<p><b>National Standard</b>            Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Define and give examples of the major types of social groups: primary, secondary, in-group, out-group, peer group and reference group.</li> <li>2. Discuss how these groups shape an individual's life and how the individuals influence the groups.</li> </ol>			
<p><b>District Objective(s)</b>            Students will:</p> <ol style="list-style-type: none"> <li>1. Define the concept of group, social category and social aggregate.</li> <li>2. Define the major characteristics of primary and secondary groups.</li> <li>3. Define five types of social interaction.</li> <li>4. Distinguish between formal and informal organizations.</li> <li>5. Discuss the use of power within an organization.</li> </ol>			
<p><b>Concept(s): Groups are classified by how they develop and function.</b></p>			
<b>Topics</b>		<b>Textbook Correlation</b>	

<ol style="list-style-type: none"> <li>1. Groups, categories, and aggregates</li> <li>2. Primary groups</li> <li>3. Secondary groups</li> <li>4. Reference groups</li> <li>5. In-groups and out-groups</li> <li>6. Five types of group social interaction <ol style="list-style-type: none"> <li>A. Cooperation</li> <li>B. Conflict</li> <li>C. Social exchange</li> <li>D. Coercion</li> <li>E. Conformity</li> </ol> </li> <li>7. Formal organizations <ol style="list-style-type: none"> <li>A. Major characteristics</li> <li>B. Bureaucracy</li> <li>C. Informal structure</li> </ol> </li> </ol>	Chapter 6
	<b>Instructional Resources</b>
	<a href="http://www.unitedmedia.com/com/comics/dilbert">www.unitedmedia.com/com/comics/dilbert</a>

<b>Instructional Resources</b>	<b>Suggested Strategies/Activities</b>
	<p>Natural Observation: In-groups and out-groups</p> <p>Vocabulary Activity</p>

## Assessments

Grade: Vocabulary Activity

Chapter 6 Test

### VII. Social Order, Social Control, and Deviance

<b>Textbook Rating</b>	<b>Grade Level(s)</b>	<b>Teaching Time</b>	<b>Quarter</b>
1	12	6 days	1 (or 3)

#### **National Standard**

Student will be able to:

1. Differentiate between deviance and crime
2. Understand how social deviance is socially constructed
3. Summarize the sociological theories of crime and deviance
4. Assess the effects of various policies and laws relating to social control

#### **District Objective(s)**

Students will:

1. Define deviance
2. Identify social control and the major types of social control
3. Discuss the positive and negative consequences of social deviance
4. Understand the major functional theories of deviance
5. Discuss the conflict theory of deviance
6. Identify the four approaches to crime control

**Concept(s): Deviance is the violation of social norms. It is difficult to define because not everyone agrees or what should be considered deviant behavior.**

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Deviance               <ol style="list-style-type: none"> <li>A. Positive deviance</li> <li>B. Negative deviance</li> </ol> </li> <li>2. Social control</li> <li>3. Positive and negative benefits of deviance</li> <li>4. Strain, control, differential association, and labeling theories of deviance</li> <li>5. Deviance in industrial society               <ol style="list-style-type: none"> <li>A. Race, ethnicity, crime</li> <li>B. Victim discounting</li> <li>C. White-collar crime</li> </ol> </li> <li>6. Measurement of crime</li> <li>7. Juvenile crime</li> <li>8. Approaches to crime control               <ol style="list-style-type: none"> <li>A. Deterrence</li> <li>B. Retribution</li> <li>C. Incarcerations</li> <li>D. Rehabilitation</li> </ol> </li> </ol>	<p>Chapter 7</p>
Instructional Resources	Suggested Strategies/Activities

	<p>Learning Goals Outline</p> <p>Graphic Organizer</p> <p>Activity: Types of Crime</p>
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**Assessments**

<p>Grade: Learning Goals Outline Graphic Organizer</p> <p>Chapter 7 Test</p>
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## VI. Social Inequalities

Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	12	8 days	2 (or 4)

### National Standard

Students will be able to:

1. Define social stratification and social inequality.
2. Distinguish between systems of class stratification.
3. Explain the components of social class: wealth, power prestige, occupation and status.
4. Differentiate between the functionalist, conflict and interactionist perspectives of stratification.
5. Define types of social mobility
6. Differentiate between relative and absolute poverty

### District Objective(s)

Students will:

1. Explain the relationship between stratification and social class
2. Explain the three dimensions of stratification identify the three major perspectives on social stratification
3. Identify the three major perspectives on social stratification
4. Identify the characteristics of the major social classes in America
5. Describe the extent of poverty in the United States
6. Discuss social mobility in the United States

**Concept(s): Stratification is the division of society into classes that have unequal amounts of wealth, power and prestige.**

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Social stratification                             <ol style="list-style-type: none"> <li>A. Economics</li> <li>B. Power</li> <li>C. Prestige</li> </ol> </li> <li>2. Functionalist theory of stratification</li> <li>3. Conflict theory of stratification</li> <li>4. Symbolic interactionism and stratification</li> <li>5. Social classes in America</li> <li>6. Poverty in America                             <ol style="list-style-type: none"> <li>A. Measurement of poverty</li> <li>B. Responses of poverty</li> </ol> </li> <li>7. Social mobility</li> </ol>	Chapter 8
	<b>Instructional Resources</b>
	<a href="http://www.census.gov/">www.census.gov/</a>
	<a href="http://www.ssc.wisc.edu/irp">www.ssc.wisc.edu/irp</a>
	<a href="http://www.nib.gov/">www.nib.gov/</a>
	<a href="http://cpmnet.columbia.edu/dept/nccp/">http://cpmnet.columbia.edu/dept/nccp/</a>
	<a href="http://www.dol.gov/">www.dol.gov/</a>

Instructional Resources	Suggested Strategies/Activities
	<p>Class Activity: Ranking of jobs</p> <p>Enrichment Reading: The Lives of Homeless Women</p> <p>Small Group Activity: Child Labor Around the World</p> <p>Vocabulary Activity</p>
<b>Assessments</b>	
<p>Grade: Child Labor Around the World</p> <p style="padding-left: 40px;">Enrichment Activity</p> <p style="padding-left: 40px;">Vocabulary Activity</p> <p>Chapter 8 Test</p>	

**VII. Social Inequalities**  
**Inequalities of Race and Ethnicity**

<b>Textbook Rating</b>	<b>Grade Level(s)</b>	<b>Teaching Time</b>	<b>Quarter</b>
1	12	8 days	2 (or 4)

**National Standard**

Students will be able to:

1. Define “race” and “ethnic group.”
2. Distinguish between prejudice and discrimination.
3. Identify the defining characteristics of a minority group.
4. Explain differences between assimilation and multi-culturalism.
5. Explain the difference between conflict and functional approaches to race and ethnic inequality.
6. Compare the experiences of at least two ethnic groups in American society.

**District Objective(s)**

Students will:

1. Describe the meaning of minority, race and ethnicity.
2. Describe the patterns of racial and ethnic relations.
3. Understand the difference between prejudice and discrimination.
4. Explain how functionalists, conflict theorists and symbolic interactionists view racial inequality.
5. Compare the condition of American minorities with that of the white majority.

**Concept(s): Sociologists have specific definitions for minority, race and ethnicity. Ethnic minorities have often been subjected to prejudice and discrimination.**

<b>Topics</b>	<b>Textbook Correlation</b>
1. Characteristics of minorities, race and ethnicity	Chapter 9
2. Racial and ethnic relations A. Assimilation B. Conflict	<b>Instructional Resources</b>
3. Theories of prejudice and discrimination A. Functionalist perspective B. Conflict perspective C. Symbolic interactionism	Video: Ruby Bridges  <a href="http://www.affirmativeaction.org/">www.affirmativeaction.org/</a>  <a href="http://www.moviecliches.com/">www.moviecliches.com/</a>
4. Minority groups in the United States A. African Americans B. Latinos C. Native Americans D. Asian Americans E. White Ethnics	<a href="http://www.cybergeopresse.fr/essoct/texte/socdis/htm">www.cybergeopresse.fr/essoct/texte/socdis/htm</a>

Instructional Resources	Suggested Strategies/Activities
	<p>Discussion: Bridging the Digital Divide</p> <p>Visual/Spatial Game-Robert Merton's Patterns of Prejudice and Discrimination</p> <p>Casinos and Gambling - Debate the Issues</p> <p>Vocabulary Quiz</p>
<b>Assessments</b>	
<p>Grade: Vocabulary Quiz</p> <p>Chapter 9 Test</p>	

## VI. Social Inequalities Inequalities of Gender and Age

Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	12	8 days	2 (or 4)

### National Standard

Students will be able to:

1. Differentiate between sex and gender as social constructs.
2. Evaluate gender inequality from the functional, conflict and interactionist perspectives.
3. Compare and contrast the functional, conflict and interactionist perspectives on aging.

### District Objective(s)

Students will:

1. Distinguish the concept of sex, gender, and gender identity.
2. Summarize the perspectives on gender taken by functionalist, conflict theorists and symbolic interactionists.
3. Describe the status of women in the United States.
4. Compare and contrast the ways in which functionalism, conflict theory, and symbolic interactionism approach ageism.
5. Discuss the inequality experienced by America's elderly.

**Concept(s): All societies expect people to behave in a certain ways based on their sex. Through socialization, members of a society develop an awareness of themselves as masculine or feminine. The relatively low standing of the elderly is based on ageism.**

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Sex and gender identity</li> <li>2. Biology and culture</li> <li>3. Theoretical perspectives on gender               <ol style="list-style-type: none"> <li>A. Functionalism</li> <li>B. Symbolic interactionism</li> <li>C. Conflict</li> </ol> </li> <li>4. Gender inequality               <ol style="list-style-type: none"> <li>A. Economic</li> <li>B. Legal and political</li> </ol> </li> <li>5. Ageism               <ol style="list-style-type: none"> <li>A. Functionalism</li> <li>B. Symbolic interactionism</li> <li>C. Conflict</li> </ol> </li> </ol>	<p>Chapter 10</p> <hr/> <p style="text-align: center;"><b>Instructional Resources</b></p> <p><a href="http://world.topchoice.com/-psyche/love/strategy.html">http://world.topchoice.com/-psyche/love/strategy.html</a></p> <p><a href="http://www.apa.org/releases/bliss.html">www.apa.org/releases/bliss.html</a></p> <p><a href="http://www.geron.org">www.geron.org</a></p> <p><a href="http://www.rci.rutgers.edu/~cawp/">www.rci.rutgers.edu/~cawp/</a></p>

Instructional Resources	Suggested Strategies/Activities
	<p>Small group activity: Gender Roles</p> <p>Chapter 10 Graphic Organizer</p> <p>Vocabulary Activity</p> <p>Review Quiz</p>
<b>Assessments</b>	
<p>Grade: Graphic Organizer  Vocabulary Activity  Review quiz</p> <p>Chapter 10 Test</p>	



	<p><a href="http://www.geocities.com/CapitolHill/7836/">www.geocities.com/CapitolHill/7836/</a></p> <p><a href="http://www.counseling.org">www.counseling.org</a></p>
<b>Instructional Resources</b>	<b>Suggested Strategies/Activities</b>
	<p>Learning Goals Outline</p> <p>Graphic Organizer</p> <p>Vocabulary Activity</p> <p>Project: Family Scrapbook “Then and Now”</p>
<b>Assessments</b>	

Grade: Learning Goals Outline  
 Graphic Organizer  
 Vocabulary Quiz  
 Family Scrapbook

Chapter 11 Test

### IX. Social Change

Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	12	8 days	2 (or 4)

**National Standard**

Student will be able to:

1. Discuss the theories that have been developed to explain collective behavior.
2. Compare and contrast the various types of collective behavior.
3. Identify the preconditions that guide the outcome of collective behavior.
4. Discuss the theories that have been developed to explain social movements.
5. Compare and contrast the various types of social movements.

**District Objective(s)**

Students will:

1. Define the three social processes that contribute to social change.
2. Describe the social change as viewed by the functionalist and conflict perspectives.
3. Discuss rumors, fads and fashions.
4. Compare and contrast theories of crowd behavior.
5. Compare and contrast theories of social movements.

**Concept(s): Social movements work to bring about social change that has long-term and important consequences to society. Collective behaviors are united by a single short-term goal.**

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Social change               <ol style="list-style-type: none"> <li>A. Process of change</li> <li>B. Technology</li> <li>C. Population</li> <li>D. Natural environment</li> <li>E. Revolution and war</li> </ol> </li> <li>2. Theoretical perspectives</li> <li>3. Collective behavior               <ol style="list-style-type: none"> <li>A. Rumors, legends, fads, fashions</li> <li>B. Mass hysteria and panic</li> <li>C. Crowds</li> </ol> </li> <li>4. Theories of crowd behavior               <ol style="list-style-type: none"> <li>A. Contagion</li> <li>B. Emergent norm</li> <li>C. Convergence</li> </ol> </li> <li>5. Types of social movements               <ol style="list-style-type: none"> <li>A. Revolutionary</li> <li>B. Reformative</li> <li>C. Redemptive</li> <li>D. Alternative</li> </ol> </li> <li>6. Theories of social movement               <ol style="list-style-type: none"> <li>A. Value-added</li> <li>B. Resource mobilization</li> </ol> </li> </ol>	Chapter 17
	<b>Instructional Resources</b>
	<p><a href="http://www.urbanlegends.com/">www.urbanlegends.com/</a></p> <p><a href="http://www.snopes.com/">www.snopes.com/</a></p>
Instructional Resources	Suggested Strategies/Activities
	<p>Learning Goals Outline</p> <p>Vocabulary Activity</p>

## Assessments

Grade: Learning Goals Outline  
Vocabulary Activity

Chapter 17 Test