

# 00\_Sociology CP Pacing Guide

Content Area: **Social Studies**  
Course(s):  
Time Period: **Semester**  
Length: **16 weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

This course focuses on the dynamics of social development and change in terms of the geographic, biological, cultural, and environmental forces that act on the individual and the group. Within this context, students will explore customs, traditions, and the roles of various social systems that impact group life. Students will learn the basic principles, concepts, and research findings in sociology and will become acquainted with sociological research methods and procedures by conducting various research exercises. Students will be presented with opportunities to discuss current topics, events, real life experiences, and applications of sociological theories and research. Furthermore, students will learn the organizational and study skills important to succeed in college courses, as well as develop their oral and written communication skills as they write and present research findings. Students will also be exposed to exercises, demonstrations, and video presentations designed or selected especially for this course.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

According to the American Sociology Association's National Standards For High School Sociology (2015):

### **Domain 1: The Sociological Perspective and Methods of Inquiry**

- This domain introduces students to the study of sociology and the sociological perspective. Sociology's core theoretical and methodological content distinguishes it from other social sciences. By examining social constructions of reality and the impact of social context on human behavior, students begin to develop a sociological perspective, or sociological imagination. Students will become familiar with the major theoretical perspectives—functionalism, conflict theory, and symbolic interactionism—and learn to apply them in order to better understand social behavior and its consequences. Students will learn about methods of sociological research and advance their analytic skills by recognizing strengths and weaknesses of each theoretical and methodological approach.

## **Domain 2: Social Structure: Culture, Institutions, and Society**

- This domain introduces students to the core concepts that sociologists use to explain human social behavior, including how sociologists use culture and social structure to view the social world. Students will learn how to deconstruct and evaluate culture and social structure through social institutions, individual roles and statuses, and the process of change, considering multiple levels of analysis—global, societal, local and individual. Students will also examine both culture and structure as human creations that carry on from generation to generation.

## **Domain 3: Social Relationships: Self, Groups, and Socialization**

- This domain addresses students' needs to understand their social contexts in order to understand themselves. The processes of socialization and the social construction of self both begin before birth and continue throughout life. Students will examine how groups socialize the individuals within them. They will understand that not only does society influence groups and individuals, but also that groups and individuals influence society in a reciprocal fashion. When students understand the external forces that shape their life chances, they are better able to be critical thinkers and problem solvers and take effective and informed action as individuals.

## **Domain 4: Stratification and Inequality**

- This domain encourages students to evaluate systems of stratification and how socialization and group memberships affect individuals' social status. They will learn about factors that produce opportunities and advantages for some and disadvantages for others. With this understanding, students can analyze and consider potential responses to social issues on individual, local, societal and global scales.

## **CONTENT AREA STANDARDS**

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Topic/Unit 1: Foundations of Sociology and Sociological Research (2 weeks)

Topic/Unit 2: Culture (3 weeks)

Topic/Unit 3: Socialization (3 weeks)

Topic/Unit 4: Social Structure (1 week)

Topic/Unit 5: Social Groups, Organizations, Deviance, and Social Control (4 weeks)

Topic/Unit 6: Independent Research Projects: Social Inequality, Social Institutions, Changing Society, Racism, Gender, Social Stratification (4 weeks)

SOC.9-12.1	The Sociological Perspective and Methods of Inquiry
SOC.9-12.2	Social Structure: Culture, Institutions, and Society
SOC.9-12.3	Social Relationships: Self, Groups, and Socialization
SOC.9-12.4	Stratification and Inequality

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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### **STUDENT LEARNING TARGETS**

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#### **Declarative Knowledge**

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#### **Procedural Knowledge**

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### **EVIDENCE OF LEARNING**

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#### **Formative Assessments**

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Formative Assessments will include: homework, classwork, participation, minor quizzes, and assignments.

- Class participation can take on a wide variety of options.
- Homework and classwork can include completing outlines, defining vocabulary terms, answering formative quizzes, and conducting mini-presentations in class. These all prepare students to build a base of understanding before heavily weighted assessments are evaluated.

## **Summative Assessments**

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Summative assessments include tests, quizzes, alternative written assessments, projects, research project benchmarks, and a final research project.

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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### **REQUIRED MATERIALS**

- Schaefer, Richard T. Sociology 13th ed. McGraw-Hill Companies, Inc. New York: New York, 2011.
- Supplementary Resources to be provided by the instructor.
- Classroom LMS

## **INTERDISCIPLINARY CONNECTIONS**

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## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.