

Sociology Curriculum

The purpose of Social Studies is to help young people recognize their roles as participants in a democratic society. By acquiring knowledge, developing skills and examining values. Seymour High School students will begin to understand themselves as individuals, family members, consumers, responsible citizens, and lifelong learners in a diverse society.

The purpose of this course is to focus on looking at people and their ways of life as well as studying social trends, cultural changes, human development, social institutions, and collective behavior. Studying sociology also means looking at why things are where they are and at the relationships between humans and the world around them. The study of sociology helps us make connections between human behavior and society.

This course will be divided into six units intended to be taught in chronological order. The Introduction can take 2-4 Blocks while each subsequent unit will be 6-10 blocks depending on the emphasis of the summative assessment that concludes the unit.

Grade: 11-12	Subject: Sociology Unit 1: Sociological Point of View
CCSS Standards	CT Core Standards Grades 11-12: CCSS.ELA-Literacy.RH.11-12.1-10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.2, CCSS.ELA-Literacy.WHST.11-12.7-10
SHS Learning Expectations	<ol style="list-style-type: none"> 1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> ● Sociology developed in response to the social unrest caused by the Industrial Revolution which caused the rise of three broad theoretical perspectives.
Essential Questions	<ul style="list-style-type: none"> ● What is Sociology? ● What does it mean to have a sociological imagination? ● How did the three main theoretical perspectives in Sociology differ in their focus?

<p>CSDE Content Themes:</p>	<p>Evaluating Sources and Using Evidence</p> <ul style="list-style-type: none"> ● INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. ● INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources. ● INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. ● INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. 		
<p>Performance Expectations (Student outcomes)</p>	<ul style="list-style-type: none"> ▪ Analyze primary and secondary sources ▪ Drawing inferences from factual materials ▪ Determine bias and point of view in sources ▪ Develop informed opinions ▪ Forming an academic vocabulary ▪ Applying the vocabulary to real life circumstances ▪ Peer evaluation ▪ Google Skills <ul style="list-style-type: none"> ○ Creating documents, slides and Sites ○ Creating form quizzes ○ Using Flubaroo to score form quizzes ▪ Developing note-taking and organizational skills ▪ Comparing/contrasting content in order to reach and justify a conclusion ▪ Developing and composing informed arguments of cultural issues that emerge from the unit 		
<p style="text-align: center;">Strategies/Modes (examples)</p> <p>Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis</p>	<p style="text-align: center;">Materials/Resources (examples)</p> <p>Textbook, Google Classroom, primary and secondary source documents and maps, graphic organizers, video, teacher created supplemental materials Content outline</p>	<p style="text-align: center;">Assessments (examples)</p> <p>Free response, objective, long term projects, presentations, debates; webquests, Slides, Sites will be used at the teacher's discretion based on student need. Teachers will design assessments to accommodate various learning styles which will be formative and summative.</p>	

--	--	--

Grade: 11-12	Subject: Sociology Unit 2: Cultural Aspects
CCSS Standards	CT Core Standards Grades 11-12: CCSS.ELA-Literacy.RH.11-12.1-10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.2, CCSS.ELA-Literacy.WHST.11-12.7-10
SHS Learning Expectations	<ol style="list-style-type: none"> 1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> ● Humans adapt to and change their environment. ● All societies establish norms and values and use internalization and sanctions to enforce them.
Essential Questions	<ul style="list-style-type: none"> ● What is culture? ● How do cultures adapt and change? ● What are the basic values that form the foundation of American culture?
CSDE Content Themes	<p>Evaluating Sources and Using Evidence</p> <ul style="list-style-type: none"> ● INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. ● INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources. ● INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

	<ul style="list-style-type: none"> ● INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. 		
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> ▪ Analyze primary and secondary sources ▪ Drawing inferences from factual materials ▪ Determine bias and point of view in sources ▪ Develop informed opinions ▪ Forming an academic vocabulary ▪ Applying the vocabulary to real life circumstances ▪ Peer evaluation ▪ Google Skills <ul style="list-style-type: none"> ○ Creating documents, slides and Sites ○ Creating form quizzes ○ Using Flubaroo to score form quizzes ▪ Developing note-taking and organizational skills ▪ Comparing/contrasting content in order to reach and justify a conclusion ▪ Developing and composing informed arguments of cultural issues that emerge from the unit 		
<p style="text-align: center;">Strategies/Modes (examples)</p> <p>Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis</p>	<p style="text-align: center;">Materials/Resources (examples)</p> <p>Textbook, primary and secondary source documents and maps, graphic organizers, video, teacher created supplemental materials</p> <p style="text-align: center;"><u>Sociology Content Outline</u></p>	<p style="text-align: center;">Assessments (examples)</p> <p>Free response, objective, long term projects, presentations, debates; web-quests will be used at the teacher's discretion based on student need.</p> <p>Teachers will design assessments to accommodate various learning styles which will be formative and summative.</p>	

Grade: 11-12	<p style="text-align: center;">Subject: Sociology Unit 3: The Coming of Age</p>
CCSS Standards	CT Core Standards Grades 11-12: CCSS.ELA-Literacy.RH.11-12.1-10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.2, CCSS.ELA-Literacy.WHST.11-12.7-10
SHS Learning Expectations	<ol style="list-style-type: none"> 1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> ● Humans become functioning members of society through socialization. ● In industrialized societies, adolescence is a distinct stage of the life cycle. ● In each stage of adult development people adapt to changing roles and statuses.
Essential Questions	<ul style="list-style-type: none"> ● How do humans become functioning members of society through socialization? ● How do people adapt to changing roles and statuses in each stage of adult development? ● Why is adolescence a distinct stage of the life cycle?
CSDE Content Themes:	Evaluating Sources and Using Evidence <ul style="list-style-type: none"> ● INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. ● INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.

	<ul style="list-style-type: none"> ● INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. ● INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. 		
<p>Performance Expectations (Student outcomes)</p>	<ul style="list-style-type: none"> ● Developing note-taking and organizational skills ● Analyzing primary source documents from the era ● Drawing inferences from factual materials ● Comparing/contrasting content in order to reach and justify a conclusion ● Determining point of view in sources ● Developing and composing informed arguments of cultural issues that emerge from the unit <p>In applying the essential social studies skills described above, teachers can focus on the following abilities and activities as appropriate for each unit:</p> <ul style="list-style-type: none"> ● Argumentative essays <ul style="list-style-type: none"> ○ Develop a thesis ○ Gathering supporting evidence ○ Closure ● Common vocabulary 		
<p style="text-align: center;">Strategies/Modes (examples)</p> <p>Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis</p>	<p style="text-align: center;">Materials/Resources (examples)</p> <p>Textbook, Google classroom, primary and secondary source documents. Sociology Content Outline</p>	<p style="text-align: center;">Assessments (examples)</p> <p>Free response, objective, long term projects, presentations, debates; web-quests will be used at the teacher's discretion based on student need.</p> <p>Teachers will design assessments to accommodate various learning styles which will be formative and summative.</p>	

Grade: 11-12	Subject: Sociology Unit 4 - Deviance
CCSS Standards	CT Core Standards Grades 11-12: CCSS.ELA-Literacy.RH.11-12.1-10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.2, CCSS.ELA-Literacy.WHST.11-12.7-10
SHS Learning Expectations	<ol style="list-style-type: none"> 1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> ● Deviance and crime are everyday events in modern society. ● High levels of deviance and crime can disrupt society.
Essential Questions	<ul style="list-style-type: none"> ● In what ways are deviance and crime everyday events in modern society? ● How can high levels of deviance and crime disrupt society?
CSDE Content Themes:	<p>Evaluating Sources and Using Evidence</p> <ul style="list-style-type: none"> ● INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. ● INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources. ● INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

	<ul style="list-style-type: none"> ● INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. 		
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> ● Analyze primary and secondary sources ● Drawing inferences from factual materials ● Determine bias and point of view in sources ● Develop informed opinions ● Forming an academic vocabulary ● Applying the vocabulary to real life circumstances ● Peer evaluation ● Google Skills <ul style="list-style-type: none"> ○ Creating documents, slides and Sites ○ Creating form quizzes ○ Using Flubaroo to score form quizzes ● Developing note-taking and organizational skills ● Comparing/contrasting content in order to reach and justify a conclusion ● Developing and composing informed arguments of cultural issues that emerge from the unit 		
<p style="text-align: center;">Strategies/Modes (examples)</p> <p>Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis</p>	<p style="text-align: center;">Materials/Resources (examples)</p> <p>Textbook, Google classroom, primary and secondary source documents and maps. Sociology Content Outline</p>	<p style="text-align: center;">Assessments (examples)</p> <p>Free response, objective, long term projects, presentations, debates; web-quests will be used at the teacher's discretion based on student need. Teachers will design assessments to accommodate various learning styles which will be formative and summative.</p>	

Grade: 11-12	Subject: Sociology Unit 5 - Social Inequality
CCSS Standards	CT Core Standards Grades 11-12: CCSS.ELA-Literacy.RH.11-12.1-10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.2, CCSS.ELA-Literacy.WHST.11-12.7-10
SHS Learning Expectations	<ol style="list-style-type: none"> 1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> ● Social stratification is the ranking of individuals or categories of individuals on the basis of unequal access to scarce resources and social rewards. ● The privileged position of a society's dominant group is often gained at the expense of the life chances of minority groups ● An individual's position in the social structure is influenced by whether he or she is male or female.
Essential Questions	<ul style="list-style-type: none"> ● How race, ethnicity, and minority are considered different sociological concepts? ● How does a caste system differ from a class system? ● How does discrimination differ from prejudice? ● How do gender roles influence a person's position in society?

CSDE Content Themes	Evaluating Sources and Using Evidence		
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> ● Analyze primary and secondary sources ● Drawing inferences from factual materials ● Determine bias and point of view in sources ● Develop informed opinions ● Forming an academic vocabulary ● Applying the vocabulary to real life circumstances ● Peer evaluation ● Google Skills <ul style="list-style-type: none"> ○ Creating documents, slides and Sites ○ Creating form quizzes ○ Using Flubaroo to score form quizzes ● Developing note-taking and organizational skills ● Comparing/contrasting content in order to reach and justify a conclusion ● Developing and composing informed arguments of cultural issues that emerge from the unit 		
<p style="text-align: center;">Strategies/Modes (examples)</p> <p>Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis</p>	<p style="text-align: center;">Materials/Resources (examples)</p> <p>Textbook, Google classroom, primary and secondary source documents and maps. Sociology Content Outline</p>	<p style="text-align: center;">Assessments (examples)</p> <p>Free response, objective, long term projects, presentations, debates; web-quests will be used at the teacher's discretion based on student need.</p> <p>Teachers will design assessments to accommodate various learning styles which will be formative and summative.</p>	

Grade: 11-12	Subject: Sociology Unit 6: Impact and Change
CCSS Standards	CT Core Standards Grades 11-12: CCSS.ELA-Literacy.RH.11-12.1-10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.2, CCSS.ELA-Literacy.WHST.11-12.7-10
SHS Learning Expectations	<ol style="list-style-type: none"> 4. Students will think critically 5. Students will communicate effectively and creatively 6. Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> ● Mass media are necessary to aid communication among a large population. ● Collective behavior occurs when the norms of behavior are unclear this is known as spontaneous social behavior.
Essential Questions	<ul style="list-style-type: none"> ● What are the different types of mass media? ● What is collective behavior? What conditions are necessary for collective behavior to occur?
CSDE Content Themes	Evaluating Sources and Using Evidence

**Performance
Expectations
(Student
outcomes)**

- Analyze primary and secondary sources
- Drawing inferences from factual materials
- Determine bias and point of view in sources
- Develop informed opinions
- Forming an academic vocabulary
- Applying the vocabulary to real life circumstances
- Peer evaluation
- Google Skills
 - Creating documents, slides and Sites
 - Creating form quizzes
 - Using Flubaroo to score form quizzes
- Developing note-taking and organizational skills
- Comparing/contrasting content in order to reach and justify a conclusion
- Developing and composing informed arguments of cultural issues that emerge from the unit

Strategies/Modes (examples)

Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis

Materials/Resources (examples)

Textbook, Google classroom, primary and secondary source documents and maps.

[Sociology Content Outline](#)

Assessments (examples)

Free response, objective, long term projects, presentations, debates; web-quests will be used at the teacher's discretion based on student need.

Teachers will design assessments to accommodate various learning styles which will be formative and summative.