

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase II – December, 2011

Sociology

Course Essential Questions (from Phase I report):

1. What is the “socialization process”?
2. What is social life?
3. What are theoretical perspectives?
4. How does deviance and crime affect society?
5. How are concepts of “cultural norms” utilized to describe various groups within society?
6. How do we evaluate information?
7. What are the “building blocks” of social structure and the various types of social interaction?
8. What challenges face adolescents in American Society?
9. How does examining cultural variations, recognizing cultural differences foster respect and tolerance for different cultures?

Phase II Curriculum

Unit 1: Culture and Social Structure

Essential Questions:

- What is sociology
- Why examine “social life” past and present?
- What are the three main theoretical perspectives?
- How does examining cultural variations, and recognizing cultural differences foster respect and tolerance for different cultures?
- How are concepts of “cultural norm” utilized to describe various groups within society?
- What are the building blocks of social structure and various types of social interaction?

Essential Understanding:

- Sociology differs from other social sciences
- Examining social life better enables us to understand ourselves
- Three main theoretical perspectives gives one an overview on how society functions
- Research to validate and measure is critical to the field of Sociology
- Being indifferent to the variety of cultures is a social approach to living
- Culture consist of material and nonmaterial things
- Some aspects of culture are universal while other aspects are unique to a specific culture
- Embracing the basic values that form the foundation of American cultures
- Enforcing social norms brings about social control
- Society has sources of social change and some areas resist change
- Two main components of social structure impact types of social interaction
- Having knowledge of the types of societies better enable us to understand and appreciate our own

Curriculum Standards

SSS1: Students will describe the development of sociology as a social science by identifying methods and strategies of research and by examining the contributions of sociology to the understanding of social issues.

SSS2: Students will examine the influence of culture on the individual and the way cultural aspects

are transferred within the society and the patterns and processes in becoming members of societies

SSS3: Students will identify how social status influences individual and group behaviors and how status relates to the position a person occupies within a social group.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • Factors that led to the development of the field of sociology and where it began • Sociology’s place in the social sciences • Contributions of founding fathers and the three theoretical perspectives • The steps sociologist follow when conducting empirical research • Culture consists of all shared products, material and non-material • Cultural variations are universal • The three broad categories of societies and their subcategories • Two major components of social structure (statuses and roles) and how they affect human interactions • Internalization of norms and sanctions and how they impact social control • Measures taken to enforce norms 	<ul style="list-style-type: none"> • SSS1.a: Discuss the development of the field of sociology as a social science. • SSS1.b: Compare sociology with other social science disciplines. • SSS1.c: Identify early leading theorists within sociology. • SSS1.d: Evaluate various types of sociologic research methods and strategies. • SSS2.a: Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects. • SSS2.c: Explain the differences between a culture and a society • SSS2.f: Identify the factors that promote cultural diversity. • SSS2.g: Explain how various practices of the culture create differences within group behavior. • SSS2.h: Compare and contrast different types of societies, past and present/ industrial, and post-industrial. • SSS3.a: Describe how social status affects social order. • SSS3.b: Explain how roles and role expectations can lead to role conflict. • SSS3.c: Examine and analyze various points of view relating to class, status and position.

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:

Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan

Unit 2: The Individual in Society

Essential Questions:

- What is the socialization process?
- What factors contribute to the individual?
- What challenges face adolescents in American society?
- How does deviance and crime affect society?

Essential Understanding:

- There is an important impact of having affection for people
- Our sense of “self” as part of the socialization process emerges from one of three theories
- Four agents of socialization are found within the United States
- Fairytales have a function
- There are five characteristics of adolescents in the United States
- There is a distinctive stage in the United States and reasons why it came to exist
- Dating developed as a form of social interaction
- Adolescence face a variety of significant challenges along with a high rate of suicide
- Deviance relates to several social functions
- Theories have been proposed to explain deviance
- There are a variety of the types of crime and purposes in the American criminal justice system

Curriculum Standards

SSS4: Students will explain and interpret the influence of social groups on individual/group behavior and assess how social inequalities may affect changes in society.

SSS6: Students will examine the changing nature of society the disruption of social functions caused by numerous factors.

SSS7: Students will analyze a range of contemporary social problems and examine various imbalances that result in social problems.

SSS8: Students will examine the role of an individual as a member of a community and analyze both

individual and collective behavior.

Knowledge/Content

Students will know about....

- Variety of factors shape individual personality development
- Variety of people, groups and institutions make up the “agents of Socializations”
- Books, films, television has evolved and impacts people in society
- People break societies rules and the problems of the individual
- The nature and social functions of deviance and sociological theories that have been proposed to explain deviant behavior
- Three theoretical perspectives explain deviance
- Characteristics of the American juvenile system including the police, courts and corrections

Skills/Processes

Students will be able to.....

- SSS2.b: Recognize the influences of genetic inheritance and culture on human behavior.
- SSS4.a: Describe how individuals are affected by the different social groups to which they belong.
- SSS4.d: Discuss the social norms of groups to which the students belong.
- SSS6.c: Describe how collective behavior can influence and change society.
- SSS6.e: Describe how the role of the mass media has changed over time and project what changes might occur in the future.
- SSS7.a: Identify characteristics of a “social” problem, as opposed to an “individual” problem.
- SSS7.c: Explain how patterns of behavior are found with certain social problems.
- SSS7.d: Discuss the implications of social problems for society.
- SSS7.f: Evaluate possible solutions to resolving social problems and changes that may occur as a result of implementation.
- SSS7.g: Identify agencies that would be responsible in determining the extent of problems within the community.
- SSS8.d: Examine factors that could lead to the breakdown and disruption of an existing community.

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:

Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan