



# Sociology Regular and Honors MIGs

**Course Description (1/2 unit, grades 11-12)** This sociology survey course is designed to provide students with a basic understanding of how societies are formed and how they function. Sociology is a study of people in group relationships and integrates all the disciplines of social movement. This course addresses values, norms, culture, socialization, social stratification and social institutions. It may also include consideration of social problems such as crime, poverty, prejudice and discrimination, collective behavior and social movements.

**Rationale** The purpose of Sociology is to provide students with a basic understanding of how societies form and function. The main focus of the study is of people in group relationships which will help students gain sensitivity to global and multicultural societies. Students will have the opportunity to become critical thinkers and problem solvers.

<b>Theme 1: Sociological Perspectives:</b> The student will demonstrate knowledge of the main theoretical perspectives that explain human behavior. Viewing the world from a sociological perspective enables students to see beyond the commonly held beliefs of society and investigate the hidden meanings behind human actions.					
	<b>1. History</b>	<b>2. Government</b>	<b>3. Geography</b>	<b>4. Economics</b>	<b>5. People, Groups, and Cultures</b>
<b>Key Concepts and Understandings</b>	A. Describe and or apply the methodology used by sociologists (1.1.A)		A. Analyze social life and recognize social relationships that stretch worldwide (1.3.A)		A. Identify and analyze the characteristics of the major theoretical perspectives in sociology (1.5.A) B. Demonstrate knowledge of and use of tools for social inquiry (1.5.B) C. Recognize and apply sociological concepts and definitions in the explanation of social patterns, trends and problems.(1.5.C) D. Explain the sociological imagination. (1.5.C) E. Evaluate the strengths and weaknesses of different research methodologies.(1.5.D)
<b>Possible Sources of Studies</b>					
<ul style="list-style-type: none"> <li>• Social sciences</li> <li>• Sociological imagination</li> <li>• Sociological perspective</li> <li>• Function(s)</li> <li>• Ideal type</li> </ul>			<ul style="list-style-type: none"> <li>• Auguste Comte, Emile Durkheim, Herbert Spencer, Karl Marx, Max Weber, Jane Addams, W.E.B. Dubois</li> <li>• Functionalist, Conflict, Interactionist theoretical perspectives</li> <li>• Verstehen</li> <li>• Globalization</li> </ul>		

**Theme 2: Components of Culture:** The student will demonstrate knowledge of and examine the basic components of culture, how culture is transmitted, maintained and changes. Culture is made up of all the shared products, both physical and abstract, of human groups. While specific variations may exist in products, values, or beliefs, all cultures are made up of the same five basic components.

	<b>1. History</b>	<b>2. Government</b>	<b>3. Geography</b>	<b>4. Economics</b>	<b>5. People, Groups, and Cultures</b>
<b>Key Concepts and Understandings</b>	A. Explain the historic process of the development of the symbolic "culture." (2.1.A)		A. Identify cultural differences within our society as well as those found worldwide. (2.3.A) B. Explain ethnocentrism and cultural relativism. (2.3.B)		A. Understand the elements of culture (symbols, language, norms, values, material objects) (2.5.A) B. Define and compare diverse cultures and the impact of culture on human behavior (2.5.B) C. Apply sociology's theoretical approaches to specific social patterns of behavior and interaction. (2.5.C) D. Create a broader vision of U.S. culture by studying cultural diversity. (2.5.D)
<b>Possible Sources of Studies</b>					
<ul style="list-style-type: none"> <li>• Culture - material vs non-material</li> <li>• Values</li> <li>• Norms</li> <li>• Cultural universals</li> </ul>			<ul style="list-style-type: none"> <li>• Reading: <i>Body Rituals of the Nacirema</i></li> <li>• Cultural change</li> <li>• Traditional American values</li> <li>• Cultural variations</li> </ul>		

**Theme 3: Socialization:** The student will demonstrate knowledge of and interpret the characteristics and stages of the socialization process. Most social scientists assume that personality and social behavior result from a blend of genetics and social environmental influences.

	<b>1. History</b>	<b>2. Government</b>	<b>3. Geography</b>	<b>4. Economics</b>	<b>5. People, Groups, and Cultures</b>
<b>Key Concepts and Understandings</b>		A. Evaluate how our criminal justice system serves as a social institution.. (3.2.A)	A. Identify how geography and location shapes norms of socialization. (3.3.A)		A. Identify and apply terms related to socialization (3.5.A) B. <b>Identify and interpret theories of personality development and elements of socialization (3.5.B)</b> C. Determine and measure the agents of socialization. (3.5.C) D. <b>Analyze and evaluate the impact of socialization or improper socialization (3.5.D)</b> E. <b>Analyze the socialization process and the contributions of the family, schooling, peer groups and the mass media to individual development. (3.5.E)</b>
<b>Possible Sources of Studies</b>					
<ul style="list-style-type: none"> <li>• <i>Personality</i></li> <li>• <i>Nature vs nurture</i></li> <li>• <i>Factors of personality development</i></li> <li>• <i>Case Study: Genie</i></li> <li>• <i>Socialization</i></li> <li>• <i>Theories of Socialization - Tabula Rasa, Looking Glass Self, Role-Taking</i></li> <li>• <i>Agents of socialization</i></li> </ul>			<ul style="list-style-type: none"> <li>• <i>Adolescence</i></li> <li>• <i>Characteristics of adolescence</i></li> <li>• <i>Functions of dating</i></li> <li>• <i>Challenges of adolescence</i></li> <li>• <i>Social control</i></li> <li>• <i>Theories that explain deviance</i></li> <li>• <i>Crime</i></li> </ul>		

<b>Theme 4: Social Structure:</b> The student will demonstrate knowledge of and understand the characteristics of social stratification within various societies. Every society has a social structure based on a network of interrelated statuses and roles that guide human interaction.					
	<b>1. History</b>	<b>2. Government</b>	<b>3. Geography</b>	<b>4. Economics</b>	<b>5. People, Groups, and Cultures</b>
<b>Key Concepts and Understandings</b>		<b>A. Recognize and compare achieved status, ascribed status, and how individuals change status (4.2.A)</b>		<b>A. Distinguish and compare preindustrial, industrial, and postindustrial societies(4.4.A)</b>	<b>A. Identify and discuss status, roles, and groups (4.5.A)</b> <b>B. Understand how race, class and gender are socially constructed ideas. (4.5.B)</b> <b>C. Understand how social problems develop over time related to the social structure. (4.5.C)</b>
<b>Possible Sources of Studies</b>					
<ul style="list-style-type: none"> <li><i>Social structure</i></li> <li><i>Status</i></li> <li><i>Role</i></li> </ul>			<ul style="list-style-type: none"> <li><i>Types of social interaction</i></li> <li><i>Types of societies</i></li> <li><i>Types of stratification systems</i></li> </ul>		

**Theme 5: Social Groups and Institutions:** The student will demonstrate knowledge of and analyze the characteristics of social groups and their relationships to society. Groups within society are the foundation for social life and perform important functions in society. The basic needs of society are met and organized through the interrelationships of five major social institutions: family, religion, education, government and economy.

	<b>1. History</b>	<b>2. Government</b>	<b>3. Geography</b>	<b>4. Economics</b>	<b>5. People, Groups, and Cultures</b>
<b>Key Concepts and Understandings</b>		A. Identify and apply the functions of social institutions (5.2.A)			A. Identify and differentiate types of characteristics of social institutions (5.5.A) B. Compare and discuss factors that influence social institutions (5.5.B) C. Apply the sociological perspective to understand the basic institutions of society - economics, sports, family, religion, education and politics.(5.5.C)
<b>Possible Sources of Studies</b>					
<ul style="list-style-type: none"> <li>Formal groups</li> <li>Informal groups</li> <li>Primary groups</li> <li>Secondary groups</li> </ul>			<ul style="list-style-type: none"> <li>Social networks</li> <li>Formal organizations</li> <li>Model of bureaucracies</li> <li>In-groups/out-groups</li> </ul>		

**Theme 6: Current Social Issues:** The student will demonstrate knowledge of and relate the study of sociology to personal development and responsible behavior in a democratic society. During this unit, students will foster and understanding social issues that impact people, interaction, and social live in today's world.

	<b>1. History</b>	<b>2. Government</b>	<b>3. Geography</b>	<b>4. Economics</b>	<b>5. People, Groups, and Cultures</b>
<b>Key Concepts and Understandings</b>	A. Interpret the effects of collective behavior on American society (6.1.A)			A. Identify and analyze characteristics related to population and urbanization (6.4.A)	A. Analyze current social issues as they apply to the study of Sociology (6.5.A) B. <b>Develop a research plan and identify appropriate resources for investigating social topics (6.5.B)</b>
<b>Possible Sources of Studies</b>					
<ul style="list-style-type: none"> <li>• <i>Social inequality</i></li> <li>• <i>Poverty</i></li> <li>• <i>Racial and ethnic relations</i></li> <li>• <i>Family systems and functions</i></li> <li>• <i>Discrimination and prejudice</i></li> <li>• <i>Gender roles and identity</i></li> <li>• <i>Health care</i></li> <li>• <i>Sociology of education</i></li> <li>• <i>Sociology of religion</i></li> </ul>			<ul style="list-style-type: none"> <li>• <i>Perspectives and issues in American sport</i></li> <li>• <i>Trends in marriage</i></li> <li>• <i>Economic institutions</i></li> <li>• <i>Political institutions</i></li> <li>• <i>Perspectives and issues in mass media</i></li> <li>• <i>Population change and urbanization</i></li> <li>• <i>Collective behavior</i></li> <li>• <i>Social movements</i></li> <li>• <i>Social change</i></li> </ul>		

**Use the following Social Science Tools for Themes 1-6**

**Tools of Social Science Inquiry-In order to investigate and draw conclusions about the past students:**

- Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)
- Develop compelling questions and research the past.
- Anticipate and utilize the most useful sources to address their questions.
- Develop and test claims and counter-claims to address their questions.
- take informed action based on their learning.

	<b>1. History</b>	<b>2. Government</b>	<b>3. Geography</b>	<b>4. Economics</b>	<b>5. People, Groups, Cultures</b>
<b>Disciplinary Tools and Sources</b>	<p>A. Create and use tools to evaluate how historical events and developments were shaped, time and place, as well as broader historical context. (1.A)</p> <p>B. Analyze the perspective of people in a historical era to explain the influence of complex factors. (1.B)</p> <p>C. Create and use tools to analyze a sequence of events that happen at the same time. (1.C)</p> <p>D. Explain connections among historical context and perspectives at the time. (1.D)</p>	<p>A. Evaluate government systems in order to compare how they affect individuals and groups within and among societies. (2.A)</p> <p>B. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society. (2.B)</p>	<p>A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends within and among regions.(3.A)</p>	<p>A. Analyze the role of comparative advantage to determine its impact on the exchange of people, goods, and ideas. (4.A)</p> <p>B. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals. (4.B)</p>	<p>A. Analyze the sources/artifacts people created to determine the extent to which accelerated exchange impacted their content and perspective. (5.A)</p> <p>B. Examine the origins and impact of social structures and stratification on societies and relationships between people. (5.B)</p> <p>C. Describe how perspectives shape the sources/artifacts created. (5.C)</p>