SUBJECT: Honors Sociology	GRADE: 11-12
Unit 1: Foundations of Sociology	11-12

UNIT OVERVIEW

Sociology is a study of social phenomena that aims to describe, organize, and explain human behavior. This unit will introduce students to the study of sociology, the first sociologists, and the sociological perspectives that set up the rest of the course.

LRG SKILLS AND DISPOSITIONS	PA Standards/ ASA National Standards for HS Sociology
	PA Core Standards: ● CC.8.5.9-10.J - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. ● CC.8.6.9-10.OF - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research. **ASA National Standards for HS Sociology:** ● 1.2 - Students will be able to contrast the sociological perspective and how it differs from other social sciences. o 1.2.2 - Social construction of reality o 1.2.3 - Sociological imagination ● 1.4 - Students will identify, differentiate among, and apply a variety of sociological theories. o 1.4.1 - Functionalist perspective o 1.4.2 - Conflict theory o 1.4.3 - Symbolic interaction
COMPETENCIES	**LEARNING TARGETS**

1. Individuals, groups, institutions	• DOK 1: I can describe the historical contexts for the development of sociology as a social science **K1SSB6Q1.**
	• DOK 2: I can apply each of the three major sociological perspectives to help explain the causes of various social phenomena **K1SSB6Q2.**
	• DOK 3: I can employ a sociological imagination to relate concrete experiences and observations to abstract concepts and phenomena **K1SSB6Q3.**
VOCABULARY	**PACING**
Sociology Social interaction Social phenomena Auguste Comte Harriet Martineau Herbert Spencer Social Darwinism Karl Marx Emile Durkheim Function Max Weber Verstehen Ideal type Sociological imagination Symbolic interaction Symbol Interactionist perspective Conflict perspective Latent function Manifest function Dysfunction Functionalist perspective	1- 1.5 Weeks

SUBJECT: Honors Sociology	GRADE: 11-12
Unit 2: The Anatomy of Culture, Conformity, and Adaptation	11-12

UNIT OVERVIEW

Culture is an organic outgrowth of social interactions that fluctuates with time, influence, and resistance. This unit focuses on culture, values, and societal/cultural norms. Various subcultures will also be discussed in depth. Societies attempt to influence and control human behavior, despite inevitable changes. In this unit, students will learn about American social values, change, conformity, and forms & sources of change within the context of various societal/cultural norms/values.

LRG SKILLS AND DISPOSITIONS	PA Standards/ ASA National Standards for HS Sociology
Critical thinking (S4): Students will examine American culture from an outside perspective through a case study analysis. - "Nacirema" looks at American culture from an anthropological standpoint.	**PA Core Standards:** CC.8.5.9-10.J - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. **ASA National Standards for HS Sociology:** ● 1.2 - Students will compare and contrast the sociological perspective and how it differs from other social sciences o 1.2.1 - Impact of social context on human behavior ● 2.1 - Students will describe the components of culture o 2.1.1 - Nonmaterial culture, including norms and values o 2.1.2 - Material culture o 2.1.3 - Subcultures ● 2.2 - Students will analyze how culture influences individuals, including themselves. o 2.2.1 - Ethnocentrism o 2.2.2 - Cultural relativity o 2.2.3 - Culture shock ● 2.4 - Students will assess how social institutions and cultures change and evolve. o 2.4.2 – Countercultures
COMPETENCIES	**LEARNING TARGETS**

<table>
<tr><td rowspan="4">1. Culture
2. Individual development and identity
3. Individuals, groups, and institutions</td><td>● I can analyze the impacts of cultural change on individuals as well as society as a whole K1SSB2Q1.
● I can evaluate the importance of material and nonmaterial culture in shaping behaviors and perspectives K1SSB2Q2.</td></tr>
<tr><td>● I can compare different cultural traits and how the values that govern them are generally universal K1SSB2Q3.
● I can evaluate the status of various groups as being a subculture or counterculture K1SSB2Q4.</td></tr>
<tr><td>● I can evaluate the impacts of American cultural values on our norms, interactions, and material culture K1SSB2Q5.
● I can identify real-world examples of sanctions and how they are used to modify human behavior K1SSB5Q1.</td></tr>
<tr><td>● I can describe the various internal and external factors that lead to changing values, norms, and practices in a society K1SSB6Q16.
● I can analyze the intentional and unintentional forces that slow or stop social change K1SSB6Q4.</td></tr>
<tr><td>VOCABULARY</td><td>PACING</td></tr>
<tr><td>Society, technology, language, dialect, values, norms, folkways, mores, laws, material culture, nonmaterial culture, cultural universal, ethnocentrism, cultural relativism, culture shock, subculture, counterculture

American social values: personal achievement, individualism, work, morality, humanitarianism, efficiency, practicality, progress, material comfort, equality, democracy, freedom, education, religious values, romantic love, self-fulfillment, narcissism

internalization, sanctions, social control

Sources of social change: ideology, social movement, technology, population, diffusion, reformulation, physical environment, war/conquest, ethnocentrism, cultural lag, vested interests</td><td>3 Weeks</td></tr>
</table>

SUBJECT: Honors Sociology	GRADE: 11-12
Unit 3: Social Structure	11-12

UNIT OVERVIEW

Individuals, groups, and entire societies all fit into observable categories that shape identity and interactions with others. In this unit, students will learn about types of societies, societal roles, and forms of social interaction.

LRG SKILLS AND DISPOSITIONS	PA Standards/ ASA National Standards for HS Sociology
Teamwork and collaboration (S1): Working with a team of students to evaluate the types of societies throughout the world. - Utilizing primary and secondary sources.	**PA Core Standards:** ● CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ● CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research. **ASA National Standards for HS Sociology:** ● 2.3 - Students will evaluate important social institutions and how they respond to social needs. o 2.3.2 - Social statuses and roles ● 3.3 - Students will examine the social construction of groups and their impact on the life chances of individuals o 3.3.1 - Reference groups o 3.3.2 - Primary and secondary groups o 3.3.3 - In-groups and out-groups

COMPETENCIES	LEARNING TARGETS
	● I can analyze how different statuses and roles in society dictate our interactions with others, regardless of who the individual is **K1SSB6Q7.**

9. Science, technology, and society
6. Individuals, groups, and institutions

	• I can identify how groups differ on the basis of function, proximity, frequency of interaction, and similarities **K1SSB6Q6.**
	• I can evaluate the dominant forms of social interaction in American culture, connecting them to relevant cultural values **K1SSB6Q5.**
	• I can make inferences about the role of technology in a society and how it impacts human connections **K1SSB9Q1.**
VOCABULARY	**PACING**
social structure, role, role set, reciprocal roles, role expectations, role conflict, role strain, status, master status, ascribed status, achieved status group, aggregate, social category, dyad, triad, small group, formal group, informal group, primary group, secondary group, reference group, in-group, out-group, e-community, social network, leaders, instrumental leaders, expressive leaders, formal organization, bureaucracy, rationality, voluntary association, iron law of oligarchy *Forms of social interaction*: exchange, reciprocity, exchange theory, competition, conflict, cooperation, accommodation *Types of societies*: subsistence strategies, hunting & gathering society, pastoral society, division of labor, horticultural society, agricultural society, barter, industrial society, urbanization, post-industrial society, mechanical society, organic solidarity, Gemeinschaft, Gesellschaft	2 weeks

SUBJECT: Honors Sociology	**GRADE: 11-12**
Unit 4: Individual Socialization	11-12

UNIT OVERVIEW	
Personality and behavior are shaped by environmental and social factors from childhood to adulthood. Students will learn about various factors that shape behavior/personality in the context of social interaction. Students will discuss philosophical concepts about socialization from early sociologists and analyze those concepts in today's world.	
LRG SKILLS AND DISPOSITIONS	**PA Standards/ ASA National Standards for HS Sociology**
	PA Core Standards: ● CC.8.5.9-10.J - read and comprehend history/social studies texts in the grade band text complexity band independently and proficiently. ● CC.8.6.9-10.F - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research. **ASA National Standards for HS Sociology:** ● 3.1 - Students will describe the process of socialization across the life course. o 3.1.1 - Primary agents of socialization: family, peers, media, schools, and religion ● 3.2 - Students will explain the process of the social construction of the self. o 3.2.1 - I and me o 3.2.2 - Role-taking o 3.2.3 - Generalized other o 3.2.4 - Identity
COMPETENCIES	**LEARNING TARGETS**
5. Individual development and identity **9. Science, technology, and society**	● I can describe how a lack of proper socialization can negatively impact human behavioral development **K1SSB5Q2.**

	● I can identify the differences between the capacity for social behaviors and socialization to those behaviors **K1SSB5Q3.**
	● I can compare the socialized expectations of their "I" self versus the unsocialized impulses of the "Me" self **K1SSB5Q4.**
	● I can evaluate arguments on the destructive role of technology and radical social change in maintaining a cohesive society **K1SSB9Q2.**
VOCABULARY	**PACING**
personality, heredity, aptitude, instinct, sociobiology, birth order, parental characteristics, cultural environment, childhood isolation, feral children, institutionalization "nature", John Locke, tabula rasa "nurture", interactionist perspective ● Charles Horton Cooley o imagine appearance to others o determine if image to others compares to image of self o judge self based on others' perception of self ● George Herbert Mead o adoption of others' roles socialization, self, looking-glass self, role-taking, significant other, generalized other, "I" v."me" Agents of socialization: family, peer group, school, mass media, religion	2 weeks

SUBJECT: Honors Sociology	**GRADE: 11-12**

Unit 5: Adolescence in Society	11-12
UNIT OVERVIEW	
Adolescence is a distinct life stage in the West because of changing social expectations in preparation for adulthood. In this unit, students will learn about characteristics of adolescence, various social aspects of adolescence, and at-risk behaviors of adolescents.	
LRG SKILLS AND DISPOSITIONS	**PA Standards/ ASA National Standards for HS Sociology**
	PA Core Standards: CC.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **ASA National Standards for HS Sociology:** ● 2.4 - Students will assess how social institutions and cultures change and evolve. o 2.4.1 - Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age ● 3.1 - Students will describe the process of socialization across the life course. o 3.1.1 - Primary agents of socialization: family, peers, media, schools, and religion ● 4.2 - Students will analyze the effects of social inequality on groups and individuals. o 4.2.1 - Life chances
COMPETENCIES	**LEARNING TARGETS**
3. Time, continuity, and change **4. People, places, environment** **6. Individuals, groups, and institutions**	● I can evaluate the roles of various social facts in how they have influenced adolescence in Western culture **K1SSB3Q1.**
	● I can analyze the changing norms, roles, and technologies in the West and how they've contributed to the rise of casual dating as a means of mate-finding **K1SSB4Q1.**
	● I can identify the relationships between the characteristics of adolescence and the social problems of adolescence **K1SSB6Q8.**

VOCABULARY	PACING
adolescence, puberty *Characteristics of adolescence*: biological growth & development, undefined status, increased decision making, increased pressure, search for self, anticipatory socialization dating, courtship, homogamy, evolution of dating, purpose of dating:, traditional dating patterns, contemporary dating patterns, courting buggy *Adolescent at-risk behaviors*: teenage sexual behavior, influences on early sexual behavior, consequences of early sexual behavior, drug use, drug violence, influences on teenage drug use, teenage attitudes toward drug use, teenage suicide, social integration, suicide predictors	1 Week

SUBJECT: Honors Sociology	**GRADE: 11-12**
Unit 6: Deviance & Social Control	11-12
UNIT OVERVIEW	
Societies employ tremendous resources to investigate the causes of, respond to, and prevent criminal deviance. In this unit, students will learn about the theories of social deviance and the functions of corrections. Students will compare and contrast differences in how various cultures implement the functions of corrections and learn about deviance at different ages and in different cultures.	
LRG SKILLS AND DISPOSITIONS	**PA Standards/ ASA National Standards for HS Sociology**
Critical Thinking (S4): Violence in the media project	**PA Core Standards:**

	• CC.8.5.9-10.J - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
	• CC.8.6.9-10.F - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	
	ASA National Standards for HS Sociology:
	• 3.1 - Students will describe the process of socialization across the life course
	  o 3.2.1 - Deviance and conformity
	• 4.3 - Students will explain the relationship between social institutions and inequality
	  o 4.3.2 - Potential of institutions to produce, reinforce, or challenge inequality

COMPETENCIES	**LEARNING TARGETS**
6. Individuals, groups, and institutions	• I can explain the causes of deviant behavior, criminal or otherwise **K1SSB6Q9.**
	• I can categorize deviant acts using criteria established by sociologists and criminologists **K1SSB6Q10.**
	• I can apply sociological perspectives to understand the causes and impacts of criminal deviance throughout society **K1SSB6Q11.**
VOCABULARY	**PACING**
deviance, stigma, primary deviance, secondary deviance, crime violent crime types, terrorism, nonviolent crime types, white-collar crime, crime syndicate, criminologists, criminal-justice system, police discretion, racial profiling, plea bargaining, corrections, recidivism	1.5 weeks

Theories on social deviance: strain theory, anomie, control theory, cultural transmission theory, differential association, techniques of neutralization, labeling theory, degradation ceremony total institution, resocialization, juvenile justice system *Four functions of corrections*: retribution, rehabilitation, social protection, deterrence	

SUBJECT: Honors Sociology	**GRADE: 11-12**
Unit 7: Social Stratification	11-12
UNIT OVERVIEW	
Power, wealth, and prestige in society is often dependent on perceptions of social strata and hierarchy. Students will learn about social hierarchies, social stratification, and how social status affects people within cultures.	
LRG SKILLS AND DISPOSITIONS	**PA Standards/ ASA National Standards for HS Sociology**
	PA Core Standards: ● CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ● CC.8.5.9-10.J - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. ● CC.8.6.9-10.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

	ASA National Standards for HS Sociology: ● 4.1 - Students will identify common patterns of social inequality. o 4.1.1 - Privilege o 4.1.2 - Power o 4.1.4 - Class inequality ● 4.2 - Students will analyze the effects of social inequality on groups and individuals. o 4.2.1 - Life chances o 4.2.2 - Social problems ● 4.4 - Students will assess responses to social inequality. o 4.4.1 - Individual responses to inequality o 4.4.3 - Social policy responses to inequality
COMPETENCIES	**LEARNING TARGETS**
6. Individuals, groups, and institutions	● I can analyze the causes and effects of social stratification **K1SSB6Q12.**
	● I can analyze the relationship between demography and social stratification **K1SSB6Q13.**
	● I can apply sociological perspectives to explain why societies stratify into classes and identify groups K1SSB6Q14
	● I can contrast American social responses to poverty with American cultural values. K1SSB6Q15
VOCABULARY	**PACING**
social stratification, social inequality, caste system, exogamy, endogamy, class system, bourgeoisie, proletariat, social class, wealth, power, prestige, socioeconomic status, reputational method, subjective method, objective method, American socioeconomic classes, social mobility, horizontal mobility, vertical mobility, intergenerational mobility, poverty, poverty line, life chances, life expectancy, entitlement programs	1- 2 weeks

SUBJECT: Honors Sociology	GRADE: 11-12
Unit 8: Causes of Social Change	11-12
UNIT OVERVIEW	
Sociology offers numerous descriptions of and explanations for major societal changes. Students will learn about how and why societies/cultures change. Students will analyze various reasons for change, what groups interact within certain contexts, and how those groups help or hurt cultures.	
LRG SKILLS AND DISPOSITIONS	**PA Standards/ ASA National Standards for HS Sociology**
	PA Core Standards: ● CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ● CC.8.6.9-10.F - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **ASA National Standards for HS Sociology:** ● 2.4 - Students will assess how social institutions and cultures change and evolve. o 2.4.1 - Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age o 2.4.3 - Social movements ● 4.4 - Students will assess responses to social change. o 4.4.2 - Group responses to inequality such as social movements
COMPETENCIES	**LEARNING TARGETS**
4. People, places, and environment 7. Time, continuity, and change	● I can use demographic measures to make inferences about a society's characteristics and related problems. K1SSB4Q2

9. Technology, science, and society	• I can correlate the growth of technology and specialization with the decline of social interdependence and belonging K1SSB9Q3
	• I can apply the various types of collective behaviors to several historical examples K1SSB7Q1
	• I can apply the life cycle of social movements to explain how and why they diminished in their influence. K1SSB7Q2
	• I can synthesize a prediction about the future of American society based on sociological theories. K1SSB7Q3
VOCABULARY	**PACING**
population, demography, birth rate, fertility, fecundity, mortality, death rate, growth rate, doubling time, Malthusian theory urbanization, over-urbanization, concentric zone model, sector model, multiple nuclei model, urban sprawl, urban anomie theory, compositional theory collective behavior, collectivity, crowd, mob, riot, panic, moral panic, mass hysteria, fashions, fad, rumor, urban legends, public, public opinion, propaganda, contagion theory, emergent-norm theory, value-added theory social movements, reactionary movements, conservative movements, revisionary movements, revolutionary movements, agitation, legitimation, bureaucratization, institutionalization, relative deprivation theory, resource mobilization cyclical theory of social change, ideational culture, sensate culture, idealistic culture, principle of immanent change, evolutionary theory of social change, equilibrium theory of social change, conflict theory of social change	1- 1.5 weeks

SUBJECT: Honors Sociology	GRADE: 11-12
Unit 9: Race, Gender, and Age in Society	11-12
UNIT OVERVIEW	
Conflict and inequality in society are often born out of differences in race/ethnicity, gender, or age. In this unit, students will discuss various types of inequalities, discrimination, and what is proposed to fix societal issues.	
LRG SKILLS AND DISPOSITIONS	**PA Standards/ ASA National Standards for HS Sociology**
	PA Core Standards: CC.8.5.9-10.J - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. **ASA National Standards for HS Sociology:** ● 4.1 - Students will identify patterns of social inequality o 4.1.3 - Racial and ethnic inequality o 4.1.5 - Gender inequality ● 4.2 - Students will analyze the effects of social inequality on groups and individuals. o 4.2.3 - Inter- and intra-group conflict
COMPETENCIES	**LEARNING TARGETS**
3. Time, continuity and change **4. People, places, environment**	● I can analyze the causes of prejudice as it pertains to race/ethnicity K1SSB4Q3
	● I can describe the various iterations of discrimination, citing historical examples for each and how they progress one into the other K1SS4Q5
	● I can identify the role of social movements in upending the traditional roles of Western culture. K1SSB4Q4
	● I can evaluate the legitimacy of older generations' concerns about being excluded from society and the economy K1SSB3Q2

	• I can assess the arguments of younger generations that older people are irrationally resistant to social change K1SSB3Q3
VOCABULARY	**PACING**
race, ethnicity, ethnic group, minority group, Jane Elliot, discrimination, prejudice, segregation, legal discrimination, de jure segregation, institutionalized discrimination, de facto segregation, stereotype, "cultural appropriation", self-fulfilling prophecy, racism *Causes of discrimination/prejudice:* sociological psychological scapegoating economic cultural pluralism, assimilation, subjugation, slavery, genocide, ethnic cleansing puberty, masculinity, femininity, sexism, feminism, patriarchy, misogyny gerontology, social aging, ageism, graying of America, Baby-Boom generation, dependency ratio, Medicare, Medicaid, age inequalities	1- 2 weeks