



## Northern York County School District

### Curriculum Overview

<b>Course: Sociology</b>	
<b>Grade Level: 11<sup>th</sup> &amp; 12<sup>th</sup></b>	
<b>Development/Revision Date: February 2024</b>	<b>Length of Time: 90 Days</b>
<b>Course Description:</b> Sociology deals with the study of human relationships and how people interact socially. This course will provide an opportunity to gain self-insight and offer a chance to better understand people, groups and institutions of the community. Topics covered include sociological perspective and methods, culture, interaction and everyday life, and groups and organizations. Class participation and preparation are emphasized in this college-preparatory course.	
<b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• Learn the history of sociology as a field of study</li> <li>• Examine and apply the 3 paradigms of the sociology</li> <li>• Analyze research and data collection methods of sociologists</li> <li>• Understand and apply ethics to sociological research</li> <li>• Analyze and evaluate the concept of culture &amp; its impact on society</li> <li>• Critically evaluate American values</li> <li>• Analyze sub-cultures and counter cultures</li> <li>• Apply ethnocentrism &amp; cultural relativity to the society they see around them</li> <li>• Compare socialization around the world</li> <li>• Evaluate theories of socialization</li> <li>• Analyze the effect of the agents of socialization on an individual and society</li> <li>• Examine how the types of social interactions shape their personalities and roles</li> <li>• Think critically about the social roles and statuses we acquire throughout our lives</li> <li>• Evaluate the impact groups have on an individual &amp; society</li> <li>• Analyze how individuals present themselves &amp; its impact on society</li> </ul>	
<b>Course Units:</b> <ul style="list-style-type: none"> <li>• The Sociological Perspective and Methods of Inquiry</li> <li>• Social Structure: Culture, Institutions, and Society</li> <li>• Socialization</li> <li>• Social Groups and Interaction</li> <li>• Stratification and Inequality</li> </ul>	
<b>Related Standards:</b>  <b>The American Sociological Association National Standards for High School Sociology (2015)</b> <ul style="list-style-type: none"> <li>• 1.1 Students will identify sociology as a scientific field of inquiry.</li> <li>• 1.2 Students will compare and contrast the sociological perspective and how it differs from other social sciences.</li> <li>• 1.3 Students will evaluate the strengths and weaknesses of the major methods of sociological research</li> <li>• 1.4 Students will identify, differentiate among, and apply a variety of sociological theories</li> </ul>	

- 2.1 Students will describe the components of culture. 2.2 Students will analyze how culture influences individuals, including themselves.
- 2.4 Students will assess how social institutions and cultures change and evolve.
- 3.1 Students will describe the process of socialization across the life course.
- 3.2 Students will explain the process of the social construction of the self.
- 3.3 Students will examine the social construction of groups and their impact on the life chances of individuals.
- 4.1 Students will identify common patterns of social inequality.
- 4.2 Students will analyze the effects of social inequality on groups and individuals.
- 4.3 Students will explain the relationship between social institutions and inequality.
- 4.4 Students will assess responses to social inequality.

### **Pennsylvania Department of Education Academic Standards for English Language Arts**

- 1.2.11-12.J. Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 1.2.11-12.L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

#### **Concepts:**

- Sociology is a social science, which utilizes specific research & data collection methods & upholds a set of ethics that ensures humane treatment of all participants
- A specific perspective is needed to approach the science of sociology.
- There are 3 paradigms of sociology that are utilized to analyze & understand society
- All cultures are comprised of 5 common elements, which shape the individual & society
- American culture has specific values that are evident in the ideas & items we have as a society. These are not the same as other cultures.
- Sub-cultures & counter cultures have all the elements of a culture, but differ from the main culture.
- Ethnocentrism & cultural relativism impact our interactions & understanding of the world.
- Individuals are socialized differently around the world, no one way is right or wrong.
- There are several theories of socialization, as discovered by sociologists.
- Socialization occurs through specific agents in a society
- Individual interaction is predicated on the roles & statuses held by the individuals involved
- Individuals gain & lose statuses or roles over the course of their lifetime, which in turn affects their society.

#### **Competencies:**

- Apply the sociological perspective and relate it to everyday life experiences and to contemporary social issues.
- Examine & apply the 3 paradigms to analyze society
- Analyze research & data collection methods of sociologists
- Understand & apply ethics to sociological research
- Compare society and culture.
- Differentiate & analyze the following elements of a culture: symbols, language, values, norms, & ideal versus real culture
- Analyze a subculture or counterculture
- Describe what it means to be ethnocentric and give examples.
- Analyze & apply American cultural values
- Identify personal examples of agents of socialization
- Compare and contrast the development of self-identify as described by Cooley, Mead, and Piaget.
- Identify personal examples of ascribed, achieved, and master statuses.
- Explain and analyze how roles and statuses change over a lifetime.
- Analyze humor and gender as social constructs
- Compare and contrast primary and secondary groups and give examples of each.
- Analyze the types of social interaction & how status or role impacts those interactions.

<ul style="list-style-type: none"> <li>• Human beings are social creatures that are part of a variety of groups. These groups impact individuals &amp; society.</li> <li>• Presentation of self comes from a variety of factors &amp; can change depending upon the environment.</li> </ul>	
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>• Teacher led demonstrations &amp; explanations</li> <li>• Simulations</li> <li>• Note-making (Jig-Saw, Class Discussion, Direct Instruction)</li> <li>• Practice sheets</li> <li>• Writing Prompts</li> <li>• Collaborative Activities</li> </ul>	<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• Unit Tests</li> <li>• Projects</li> <li>• Reflection Papers</li> </ul>
<b>Other Assessment Measures:</b> Bellringers, Classwork, Homework, Demonstrations, Labs, Participation, & Exit Slips	
<b>Textbook/Primary Resource:</b> <i>Sociology &amp; You</i> by Jon M. Shepard	
<b>Supplemental Resource Materials:</b> <i>Brain Games</i> Episodes Online articles Online resources Teacher generated notes and presentations Teacher-generated activities	