

**COURSE OF STUDY
SOCIAL STUDIES**

Name of Course: Sociology

Length of Course: Semester

Course Number:

Type of Offering: Elective

Grade Level: 11 & 12

Credit Value: 1.0

Prerequisite/s: None

Minutes: 90

COURSE DESCRIPTION:

The course is a comprehensive approach to the studying of society, human behavior and the reciprocal influence of both. Students are challenged to apply concepts learned in class to explore major social problems facing our culture and others both past and present.

TEXBOOK/S (if applicable)

Title: Sociology: A Down-to-Earth Approach - 9th ed.

Author: James M. Henslin, 2008

OTHER RESOURCES: _____

02/04/16

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Sociology
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***Note: There are no state or national standard available for this course at this time**

The Sociological Perspective

Targeted Standard(s): Common Core

Reading Standards for Literacy Grades 11-12

- CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Standards for Writing in History/Social Studies 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

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- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)
 - CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
 - CC.8.6.11-12.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.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

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<ul style="list-style-type: none"> CC8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> The development and importance of sociology as a distinct academic discipline The distinction between natural and social sciences The contributions of major figures in sociological history The distinctive aspects of the functionalist, conflict, and symbolic interactionist perspectives The importance of using the scientific method in sociological research
<p>Essential Questions:</p> <ul style="list-style-type: none"> What is meant by the broader contexts that underlie human behavior, and how and why sociologists study these broader social contexts? What is the sociological perspective? What does it offer? What social changes and changing social conditions influenced the development of sociology as a distinct academic discipline? What were the sociological contributions of the following European thinkers; Comte, Spencer, Marx, Durkheim and Weber? What are the three major sociological perspectives?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> The development and importance of sociology as a distinct academic discipline The distinction between natural and social sciences The contributions of major figures in sociological history 	<ul style="list-style-type: none"> To acquire basic knowledge about the field of sociology by thinking critically and questioning assumptions, explanations and conclusions Explain the importance of research in sociology Discuss the evolution of the discipline of sociology Explain the importance of developing a global perspective 	<ul style="list-style-type: none"> Lecture Multi-media presentations Note taking Research Primary source document perusal Cooperative Learning Outlining In-class debate 	<ul style="list-style-type: none"> Tests Quizzes Projects Class Discussion/Participation Homework Journal John Collins Writing Strategies: <ul style="list-style-type: none"> - Type I - Type II

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<ul style="list-style-type: none"> • The distinctive aspects of the functionalist, conflict, and symbolic interactionist perspectives • The importance of using the scientific method in sociological research 	<ul style="list-style-type: none"> • Discuss the distinctive aspects of the functionalist, conflict, and symbolic interactionist perspectives • Identify aspects of each of the three perspectives above that have relevance for explaining the dynamics of selected current social problems in the U.S. • Discuss the key steps in the scientific method 	<ul style="list-style-type: none"> • Inter/Intrapersonal activities 	<ul style="list-style-type: none"> - Type III - 10% Summary
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Materials/Resources/Technology
<ul style="list-style-type: none"> • <i>Sociology: A Down-to Earth Approach – 9th ed.</i> • Publisher: Henslin; 2008 • Videos • Videostreaming • Publication Handouts • Teacher Produced Handouts/Activities

Tunkhannock Area School District
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Culture

Targeted Standard(s): Common Core

Reading Standards for Literacy Grades 11-12

- CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Standards for Writing in History/Social Studies 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

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- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)
 - CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
 - CC.8.6.11-12.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.

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<ul style="list-style-type: none"> • CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. • CC8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The key elements of culture and how it effects material and nonmaterial components • The practical application of the terms ethnocentrism and cultural relativism • How culture pervades the various aspects of our lives
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the difference between material and nonmaterial culture? • How do the concepts of ethnocentrism and cultural relativism differ? What are positive and negative consequences of each? • Why is language considered the basis of culture and essential to its continued development? • What are the sociological significance of the following terms; values, norms, sanctions, folkways, mores and taboos? • How do dominant, subcultures and countercultures differ? • How has cultural lag, cultural diffusion, and cultural leveling effected globalization?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The key elements of culture and how it effects material and nonmaterial components • The practical application of the terms ethnocentrism and cultural relativism • How culture pervades the various aspects of our lives 	<ul style="list-style-type: none"> • Define the key elements of the concept of culture and explain its material and nonmaterial components • Apply the concepts of ethnocentrism and cultural relativity to their own assumptions concerning people who are different from themselves in appearance and lifestyle • Define such sociological terms as values, norms, sanctions, folkways, mores and taboos 	<ul style="list-style-type: none"> • Lecture • Multi-media presentations • Note taking • Research • Primary source document perusal • Cooperative Learning • Outlining • In-class debate 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Class Discussion/Participation • Homework • Journal • John Collins Writing Strategies: <ul style="list-style-type: none"> - Type I - Type II

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	<ul style="list-style-type: none"> • Compare dominant culture, subcultures and countercultures • Discuss the pervasiveness of culture 	<ul style="list-style-type: none"> • Inter/Intrapersonal activities 	<ul style="list-style-type: none"> - Type III - 10% Summary
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Materials/Resources/Technology
<ul style="list-style-type: none"> • <i>Sociology: A Down-to Earth Approach – 9th ed.</i> • Publisher: Henslin; 2008 • Videos • Videostreaming • Publication Handouts • Teacher Produced Handouts/Activities

Social Structure and Social Interaction

Targeted Standard(s): Common Core

Reading Standards for Literacy Grades 11-12

- CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
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- CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
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- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Standards for Writing in History/Social Studies 11-12

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 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

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- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
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Enduring Understandings:

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- How to differentiate between elements of macrosociology and microsociology
- The cultural context of social interaction
- How social status and social roles affect us as individuals, as well as organizational behaviors
- The influences our social locations have on our perceptions, attitudes, beliefs and actions

Essential Questions:

- What is the definition of social structure? How does it guide social behavior?
- What are the sociological significance of the following terms; culture, social class, social status, roles, groups, and social institutions?
- How does a person's location in the social structure underlie their perceptions, attitudes, beliefs and actions?
- What do the terms Gemeinschaft and Gesellschaft mean? How are they relevant to the understanding of social structure?
- How do role conflict and role strain differ?
- Why are macrosociology and microsociology essential to understanding social life?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • How to differentiate between elements of macrosociology and microsociology • The cultural context of social interaction • How social status and social roles affect us as individuals, as well as organizational behaviors • The influences our social locations have on our 	<ul style="list-style-type: none"> • Define social structure and list its major components • Compare the concepts of culture, social class, social status, roles, groups and social institutions • Discuss how a person's location in the social structure underlies their perceptions, attitudes, beliefs, and actions • Evaluate why macrosociology and microsociology are essential to understanding social life 	<ul style="list-style-type: none"> • Lecture • Multi-media presentations • Note taking • Research • Primary source document perusal • Cooperative Learning • Outlining • In-class debate • Inter/Intrapersonal activities 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Class Discussion/Participation • Homework • Journal • John Collins Writing Strategies: <ul style="list-style-type: none"> - Type I - Type II - Type III - 10% Summary

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perceptions, attitudes, beliefs and actions			
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Materials/Resources/Technology
<ul style="list-style-type: none">• <i>Sociology: A Down-to Earth Approach – 9th ed.</i>• Publisher: Henslin; 2008• Videos• Videostreaming• Publication Handouts• Teacher Produced Handouts/Activities

Social Groups

Targeted Standard(s): Common Core

Reading Standards for Literacy Grades 11-12

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- CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
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Standards for Writing in History/Social Studies 11-12

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- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)
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Enduring Understandings:

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<ul style="list-style-type: none"> • The features of a group, including various types and group dynamics • The concept of “groupthink” can have dangerous consequences • Factors that distinguish bureaucracies as formal organizations and their functions
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the essential features of a group? • What are the various types of societies that have developed over the course of human history? • What are the various types of groups? • How do group dynamics affect the relationships of members within a group? • Why is “groupthink” a dangerous concept? How can it be prevented? • What are the characteristics of a bureaucracy? How does it differ from a voluntary organization?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The features of a group, including various types and group dynamics • The concept of “groupthink” can have dangerous consequences • Factors that distinguish bureaucracies as formal organizations and their functions 	<ul style="list-style-type: none"> • Describe the essential features of a group and why groups are said to be the essence of life in society • Identify the types of societies that have developed over the course of human history • Describe the social characteristics, relationships, and functions that are associated with primary groups, secondary groups, in-groups and out-groups reference groups, social networks and electronic communities • Define the term group dynamics and how they are affected by group size, communication and leadership styles 	<ul style="list-style-type: none"> • Lecture • Multi-media presentations • Note taking • Research • Primary source document perusal • Cooperative Learning • Outlining • In-class debate • Inter/Intrapersonal activities 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Class Discussion/Participation • Homework • Journal • John Collins Writing Strategies: <ul style="list-style-type: none"> - Type I - Type II - Type III - 10% Summary

**Tunkhannock Area School District
Sociology
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	<ul style="list-style-type: none">• Discuss why the term “groupthink” is dangerous and what can be done to prevent it• Discuss and explain the sociological significance of various types of bureaucracies• Contrast bureaucracies to voluntary organizations		
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Materials/Resources/Technology
<ul style="list-style-type: none">• <i>Sociology: A Down-to Earth Approach – 9th ed.</i>• Publisher: Henslin; 2008• Videos• Videostreaming• Publication Handouts• Teacher Produced Handouts/Activities

Deviance and Social Control

Targeted Standard(s): Common Core

Reading Standards for Literacy Grades 11-12

- CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Standards for Writing in History/Social Studies 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

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- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)
 - CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
 - CC.8.6.11-12.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.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

**Tunkhannock Area School District
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<ul style="list-style-type: none"> • CC8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The definition of deviance and the proposed explanations of its origins • Deviance is relative in relation to the various sociological perspectives • The components of the criminal justice system and its role in enforcing social control
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is deviance? How is deviance relative from a sociological perspective? • Why is enforcement of norms essential for human groups? • What are the biological, psychological and sociological explanations of why people violate norms? • How can deviance be functional for a society? • What is strain theory? What is its social implication? • Does the criminal justice system legitimize and perpetuate social inequality? • How does white collar crime and street crime differ? How are they treated by the criminal justice system? • What are the ramifications of the growing prison populations? • Are there gender, social class, and racial-ethnic biases in the death penalty? • What is meant by the medicalization of deviance?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The definition of deviance and the proposed explanations of its origins • Deviance is relative in relation to the various sociological perspectives 	<ul style="list-style-type: none"> • Explain what sociologists mean when they say that deviance is relative and which cultural factors affect a societies definition of what constitutes deviant behavior • Compare and contrast biological, psychological and sociological explanations of deviance 	<ul style="list-style-type: none"> • Lecture • Multi-media presentations • Note taking • Research • Primary source document perusal 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Class Discussion/Participation • Homework • Journal

**Tunkhannock Area School District
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<ul style="list-style-type: none"> • The components of the criminal justice system and its role in enforcing social control 	<ul style="list-style-type: none"> • Compare and contrast the functionalist, conflict and symbolic interactionist views on deviance and social control • Discuss how labels of deviance affect the life chances of certain groups of people • Describe the range of reactions to deviance from sanctions to imprisonment to the death penalty 	<ul style="list-style-type: none"> • Cooperative Learning • Outlining • In-class debate • Inter/Intrapersonal activities 	<ul style="list-style-type: none"> • John Collins Writing Strategies: <ul style="list-style-type: none"> - Type I - Type II - Type III - 10% Summary
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<p>Materials/Resources/Technology</p>
<ul style="list-style-type: none"> • <i>Sociology: A Down-to Earth Approach – 9th ed.</i> • Publisher: Henslin; 2008 • Videos • Videostreaming • Publication Handouts • Teacher Produced Handouts/Activities

Social Inequality

Targeted Standard(s): Common Core

Reading Standards for Literacy Grades 11-12

- CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Standards for Writing in History/Social Studies 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

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- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)
- CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CC.8.6.11-12.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.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
- CC8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Tunkhannock Area School District
Sociology
Curriculum Map**

Enduring Understandings:

- The sociological significance of social stratification and the opportunities available for social mobility
- Wealth, power and prestige are separate factors involved in determining social class
- The role sex and gender play in reference to equal opportunities globally, historically and currently to power, prestige, and property
- The role race and ethnicity play in reference to equal opportunities globally, historically and currently to power, prestige, and property

Essential Questions:

- What is social stratification? Why is it sociologically significant?
- What are the major systems of social stratification?
- What are the major differences between Marx and Weber regarding the meaning of social class?
- How does wealth, power and prestige differ in meaning? How are each distributed in the U.S.?
- What are the consequences of social class on health, mental health, family, education, religion, politics and crime?
- What are the three types of social mobility?
- Distinguish the difference between sex and gender?
- What is the nature of gender inequality in the U.S. and globally in reference to education, workplace, and politics?
- Differentiate between the concepts of race and ethnicity? How does it relate to prejudice and discrimination?
- What are the major issues and debates dominating race-ethnic relations in the U.S.?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The sociological significance of social stratification and the opportunities available for social mobility • Wealth, power and prestige are separate factors involved in determining social class 	<ul style="list-style-type: none"> • Identify the key elements and components of social stratification and social mobility • Define gender stratification and differentiate between sex and gender • Discuss the impact of sexism on the life chances of men and women in the U.S. (i.e. education, occupation etc...) 	<ul style="list-style-type: none"> • Lecture • Multi-media presentations • Note taking • Research • Primary source document perusal • Cooperative Learning 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Class Discussion/Participation • Homework • Journal

**Tunkhannock Area School District
Sociology
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<ul style="list-style-type: none"> • The role sex and gender play in reference to equal opportunities globally, historically and currently to power, prestige, and property • The role race and ethnicity play in reference to equal opportunities globally, historically and currently to power, prestige, and property 	<ul style="list-style-type: none"> • Explain and differentiate between the concepts of race, ethnicity, majority, minority, racism, discrimination and prejudice • Discuss the impact of racism on the quality of life in the U.S. (i.e. education, occupation etc...) • Discuss the reasons for some groups being at a disadvantage for full participation in U.S. political and economic life 	<ul style="list-style-type: none"> • Outlining • In-class debate • Inter/Intrapersonal activities 	<ul style="list-style-type: none"> • John Collins Writing Strategies: <ul style="list-style-type: none"> - Type I - Type II - Type III - 10% Summary
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Materials/Resources/Technology
<ul style="list-style-type: none"> • <i>Sociology: A Down-to Earth Approach – 9th ed.</i> • Publisher: Henslin; 2008 • Videos • Videostreaming • Publication Handouts • Teacher Produced Handouts/Activities

Social Institutions

Targeted Standard(s): Common Core

Reading Standards for Literacy Grades 11-12

- CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Standards for Writing in History/Social Studies 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

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- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)
 - CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
 - CC.8.6.11-12.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.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

**Tunkhannock Area School District
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<ul style="list-style-type: none"> • CC8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The definition of family and the factors influencing its success or failure • The definition of education and the factors influencing its success or failure • How to actively participate in the economic and political life of their community • Possess a greater understanding/appreciation for diversity by studying the various world religions
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the transformations of economic systems through the evolutionary history of human society? How do they factor into social inequality? • How do capitalism and socialism differ? • What are the recent changes in the U.S economy? • How do monarchies, democracies, dictatorships, and oligarchies differ? • Why is difficult to precisely define the term family? What basic societal needs do they fulfill? • How do the elements of age, education, social class, race-ethnicity, sex and religion affect the family life cycle? • How do negative elements, such as abuse and divorce, affect members of the family? • How does education in the U.S. compare to the educational systems of other countries both industrialized and unindustrialized? • What are the manifest and latent functions of education? • What is meant by religion? • What are the major characteristics of the world's major religions? What factors influence membership?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The definition of family and the factors influencing its success or failure 	<ul style="list-style-type: none"> • Explain why it is difficult to define the term family including the different ways in which family systems can be classified 	<ul style="list-style-type: none"> • Lecture • Multi-media presentations • Note taking • Research 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Class Discussion/Participation

**Tunkhannock Area School District
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<ul style="list-style-type: none"> • The definition of education and the factors influencing its success or failure • How to actively participate in the economic and political life of their community • Possess a greater understanding/appreciation for diversity by studying the various world religions 	<ul style="list-style-type: none"> • Contrast the functionalists, conflict and symbolic interaction perspectives regarding marriage and family • List and briefly explain the manifest and latent functions of education • Identify the major problems that exist within the U.S. educational system and discuss solutions • Discuss religion from functionalist, conflict and interactionist perspective • Explain the role of economic and political institutions in society • Discuss how to actively participate in the economic and political life in our society 	<ul style="list-style-type: none"> • Primary source document perusal • Cooperative Learning • Outlining • In-class debate • Inter/Intrapersonal activities 	<ul style="list-style-type: none"> • Homework • Journal • John Collins Writing Strategies: <ul style="list-style-type: none"> - Type I - Type II - Type III - 10% Summary
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<p>Materials/Resources/Technology</p>
<ul style="list-style-type: none"> • <i>Sociology: A Down-to Earth Approach – 9th ed.</i> • Publisher: Henslin; 2008 • Videos • Videostreaming • Publication Handouts • Teacher Produced Handouts/Activities

Social Change

Targeted Standard(s): Common Core

Reading Standards for Literacy Grades 11-12

- CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Standards for Writing in History/Social Studies 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

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- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)
- CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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<ul style="list-style-type: none"> • CC.8.6.11-12.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.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. • CC8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The causes, as well as, the positive and negative implications of social change for themselves and the society to which they live • How to actively participate in social movements that directly affect them the communities to which they live • The direct impact advances in technology have on social change, including the environment
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the primary causes of famines and starvation? • What are the four causes of urban growth? • Why have large numbers of Americans begun to move from cities to suburbs and rural areas? • What are the various types of social movements and how do they differ? • What role does propaganda and mass media play in helping to determine the effectiveness of social movements? • What are the different ways that technological innovations are able to change society, including social organizations, changes in ideology, changes in value, and changes in social relationships? • How do environmental problems of industrialized nations and unindustrialized nations differ? • What are ways to achieve harmony between technology and the environment?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The causes, as well as, the positive and negative implications of social change for themselves and the society to which they live 	<ul style="list-style-type: none"> • Discuss the positive and negative implications of social change for individuals, groups and societies as a whole • Discuss effective ways to manage social change and balance it with human needs for security 	<ul style="list-style-type: none"> • Lecture • Multi-media presentations • Note taking • Research 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Class Discussion/Participation • Homework

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<ul style="list-style-type: none"> • How to actively participate in social movements that directly affect them the communities to which they live • The direct impact advances in technology have on social change, including the environment 	<ul style="list-style-type: none"> • Discuss the goals and activities of the environmental movement 	<ul style="list-style-type: none"> • Primary source document perusal • Cooperative Learning • Outlining • In-class debate • Inter/Intrapersonal activities 	<ul style="list-style-type: none"> • Journal • John Collins Writing Strategies: <ul style="list-style-type: none"> - Type I - Type II - Type III - 10% Summary
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Materials/Resources/Technology
<ul style="list-style-type: none"> • <i>Sociology: A Down-to Earth Approach – 9th ed.</i> • Publisher: Henslin; 2008 • Videos • Videostreaming • Publication Handouts • Teacher Produced Handouts/Activities

Moral/Ethical Dilemmas in the U.S. –Topics TBA

Targeted Standard(s): Common Core

Reading Standards for Literacy Grades 11-12

- CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Standards for Writing in History/Social Studies 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

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- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)
- CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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- CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
- CC8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Enduring Understandings: <ul style="list-style-type: none"> Investigate various moral and ethical dilemmas facing our society both past and present using the sociological perspective
Essential Questions: <ul style="list-style-type: none"> What are the moral/ethical dilemmas facing our society both past and present?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> Investigate various moral and ethical dilemmas facing our society both past and present using the sociological perspective 	<ul style="list-style-type: none"> Investigate various moral and ethical dilemmas facing our society both past and present using the sociological perspective (i.e. abortion, capital punishment, euthanasia, gun control, AIDS etc...) 	<ul style="list-style-type: none"> Lecture Multi-media presentations Note taking Research Primary source document perusal Cooperative Learning Outlining In-class debate Inter/Intrapersonal activities 	<ul style="list-style-type: none"> Tests Quizzes Projects Class Discussion/Participation Homework Journal John Collins Writing Strategies: <ul style="list-style-type: none"> - Type I - Type II - Type III - 10% Summary

Materials/Resources/Technology
<ul style="list-style-type: none"> <i>Sociology: A Down-to Earth Approach – 9th ed.</i> Publisher: Henslin; 2008 Videos

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- Videostreaming
- Publication Handouts
- Teacher Produced Handouts/Activities