Southern York County School District Instructional Plan

Name:	**Dates:** August-September/January
Course/Subject: Introduction to Sociology	**Unit 1: The Sociological Approach: History, Approaches and Research Methods**

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Stage 1 – Desired Results

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PA Standard(s) / Assessment Anchors Addressed:

1.5.12.A: Write with a clear focus, identifying topic, task and audience.

1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

3.1.12.A9: Compare and contrast scientific theories, know that scientists to study the natural world and universe use both direct and indirect observations, identify questions and concepts that guide scientific investigations, formulate and revise explanations and models using logic and evidence, recognize and analyze alternative explanations and models, explain the importance of accuracy and precision in making valid measurements, examine the status of existing theories, evaluate experimental information for relevance and adherence to science processes, judge that conclusions are consistent and logical with experimental conditions, interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution and communicate and defend a scientific argument.

M11.E.1.1.1: Create and/or use appropriate graphical representations of data, including box-and-whisker plots, stem-and-leaf plots or scatter plots.

M11.E.2.1.1: Calculate or select the appropriate measure of central tendency (mean, mode or median) of a set of data given or represented on a table, line plot or stem-and-leaf plot.

M11.E.2.1.2: Calculate and/or interpret the range, quartiles and inter-quartile range of data.

M11.E.2.1.3: Describe how outliers affect measures of central tendency.

Understanding(s): *Students will understand…*	**Essential Questions:**
1. Sociology is a broad field with many specialties but fundamentally sociology is the scientific study of society, social institutions and social relationships. 2. The sociological imagination is necessary for individuals to see the relationship between events in their personal lives and events in society. 3. The roots of sociology are European, but the social science gained significantly in popularity when it reached America. 4. Three overarching theoretical perspectives exist in sociology (Functionalists, Interactionists, Conflict).	▪ What is sociology? ▪ To what extent does it make sense for modern sociologists to employ various perspectives? ▪ How do sociologists develop new knowledge? ▪ How do sociologists ensure that they have good information?

5. Like researchers in all sciences, sociologists use the scientific method to test their ideas empirically.	
6. Researchers use statistics for two major purposes: descriptively to characterize measurements made on groups or individuals and inferentially to judge whether those measurements are the result of chance.	
Learning Objectives: *Students will know…*	*Students will be able to…*
• The definition of sociology.	• Evaluate how philosophical perspectives shaped the development of sociological thought.
• Why sociology is classified as a science.	
• When and how modern sociology began.	
• The theoretical perspectives of sociology.	• Describe and compare different theoretical approaches in explaining society, social institutions and social relationships.
• Major historical figures in sociology, namely Auguste Comte, Harriet Martineau, Herbert Spencer, Karl Marx, Emile Durkheim, Max Weber, Jane Addams and W.E.B. DuBois.	
• Six steps of the scientific method.	• Judge the strengths and limitations of applying theories to explain society, social institutions and social relationships.
• Benefits, shortcomings and most effective use of the case study.	
• Benefits, shortcomings and most effective use of the survey.	• Identify the major historical figures in sociology, namely Auguste Comte, Harriet Martineau, Herbert Spencer, Karl Marx, Emile Durkheim, Max Weber, Jane Addams and W.E.B. DuBois.
• Benefits, shortcomings and most effective use of naturalistic observation.	
• Benefits, shortcomings and most effective use of experimentation.	• Differentiate types of research with regard to purpose, strengths and weaknesses.
• Benefits, shortcomings and most effective use of close-ended questions.	• Describe how research design drives the reasonable conclusions that can be drawn.
• Benefits, shortcomings and most effective use of open-ended questions.	• Select independent, dependent, confounding and control variables in experimental designs.
• The definition and experimental importance of an independent variable.	
• The definition and experimental importance of a dependent variable.	• Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.
• The definition and experimental importance of a confounding variable.	
• The definition and experimental importance of an experimental group.	• Predict the validity of behavioral explanations based on the quality of research design.
• The definition and experimental importance of a control group.	• Evaluate the purposes of descriptive statistics and inferential statistics.
• The importance of random assignment in experimentation.	• Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.
• Why sociologists seek multiple causes for events.	
• The difference between correlation and causation.	• Argue the value of reliance on operational definitions and measurement in behavioral research.
• How to recognize and illustrate positive, negative, perfect, strong, weak and illusory correlations.	• Interpret how ethical issues inform and constrain research practices.
• How to calculate the mean of a data set.	• Assess how ethical and legal guidelines protect research participants and promote sound ethical practice.
• How to calculate the median of a data set.	
• How to calculate the mode of a data set.	
• How to interpret a range of data.	

- How to interpret standard deviation.
- How to interpret the normal curve.
- How to determine if data is statistically significant.
- The ethical principles prescribed for use by social scientists in general and sociologists in particular.

Name:	**Dates: August-September/January**
Course/Subject: Introduction to Sociology	**Unit 2: Culture and Social Structures**

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Stage 1 – Desired Results

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PA Standard(s) / Assessment Anchors Addressed:

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

1.2.12.B: Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.

1.2.12.C: Examine the author's explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author's argument or defense of a claim as related to essential and non-essential information.

1.4.12.B: Write complex informational pieces (e.g. research papers, literary analytical essays, evaluations)
- **Make and support inferences with relevant and substantial evidence and well-chosen details.**
- **Identify and assess the impact of perceived ambiguities, nuances, and complexities within text.**

1.5.12.A: Write with a clear focus, identifying topic, task and audience.

1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.6.12.A: Listen critically and respond to others in small and large group situations.
- **Respond with grade level appropriate questions, ideas, information or opinions**

1.8.12.B: Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a wide variety of appropriate media sources and strategies. Demonstrate that sources have been evaluated for accuracy, bias, and credibility. Synthesize information gathered from a variety of sources, including technology and one's own research, and evaluate information for its relevance to the research question. Demonstrate the distinction between one's own ideas from the ideas of others, and includes a reference page.

1.9.12.A: Use media and technology resources for research, information, analysis, problem solving, and decision-making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.

1.9.12.B: Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness, importance, and social and cultural context.

Understanding(s): *Students will understand…*	**Essential Questions:**
1. Culture is a dynamic concept and one that never remains static for long.	- To what degree do society and culture relate? - To what degree do material and nonmaterial cultures influence our lives?

2. American culture has evolved over the past century and will continue to change over the coming centuries. 3. A sociologist's perception of culture is based largely upon the sociological viewpoint from which he/she approaches the question.	▪ What are the most important elements of human culture? ▪ To what extent do norms and values impact culture? ▪ To what degree do popular culture and group behavior influence each other? ▪ To what degree can social movements be created, controlled and made effective? ▪ To what degree do human beings *develop* a sense of self versus being born with an innate sense of self? ▪ What are the major sources of human socialization?
Learning Objectives: *Students will know…* 1. The definition of culture. 2. The differences and similarities between material and nonmaterial culture. 3. Six cultural universals identified by George Murdock. 4. The two social processes – innovation and the diffusion of culture through globalization and technology – that allow culture to continue developing. 5. The seven elements present in every culture. 6. The relationship between subculture and counterculture. 7. How cultural variations relate to culture lag. 8. The role of the Sapir-Whorf hypothesis. 9. Two ways in which sociologists differentiate between norms, as formal or informal. 10. The relationship among norms, mores, folkways and values.	*Students will be able to…* ▪ Define culture and apply the definition to examples in contemporary society. ▪ Differentiate contemporary examples of material and nonmaterial culture. ▪ Identify various examples of cultural values, norms and symbols. ▪ Discuss traditional and changing American values. ▪ Explain and identify the characteristics of social structure. ▪ Delineate the relationship between statuses and roles. ▪ Characterize multiple social functions. ▪ Apply the socialization process to their personal lives and the lives of others. ▪ Discriminate among the agents of socialization in different development periods – childhood, adolescence, early adulthood, middle adulthood and old age.

Name:	**Dates: September/February**
Course/Subject: Introduction to Sociology	**Unit 3: Deviance and Social Control**

Stage 1 – Desired Results

PA Standard(s) / Assessment Anchors Addressed:

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

1.2.12.B: Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.

1.2.12.C: Examine the author's explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author's argument or defense of a claim as related to essential and non-essential information.

1.4.12.B: Write complex informational pieces (e.g. research papers, literary analytical essays, evaluations)

- **Make and support inferences with relevant and substantial evidence and well-chosen details.**
- **Identify and assess the impact of perceived ambiguities, nuances, and complexities within text.**

1.5.12.A: Write with a clear focus, identifying topic, task and audience.

1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.6.12.A: Listen critically and respond to others in small and large group situations.

- **Respond with grade level appropriate questions, ideas, information or opinions**

1.8.12.B: Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a wide variety of appropriate media sources and strategies. Demonstrate that sources have been evaluated for accuracy, bias, and credibility. Synthesize information gathered from a variety of sources, including technology and one's own research, and evaluate information for its relevance to the research question. Demonstrate the distinction between one's own ideas from the ideas of others, and includes a reference page.

1.9.12.A: Use media and technology resources for research, information, analysis, problem solving, and decision-making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.

1.9.12.B: Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness, importance, and social and cultural context.

Understanding(s): *Students will understand…*	**Essential Questions:**
1. The process of garnering social control, that is, preventing deviant human behavior of any kind, can be accomplished in myriad formal and informal ways. 2. A sociologist's perception of what behavior is deviant is based largely upon the sociological viewpoint from which he/she approaches the question.	▪ To what degree can social control be exercised? ▪ To what degree can deviance be defined? ▪ To what degree can deviant behavior be prevented?

Learning Objectives: *Students will know…*	*Students will be able to…*
▪ The definition of deviance. ▪ The different ways deviance can be perceived, depending upon the sociological perspective being used. ▪ Emile Durkheim's perspective on deviance. ▪ Robert Merton's perspective on deviance. ▪ Four theories of what causes people to engage in deviant behavior. ▪ Five types of crime.	▪ Identify the characteristics of collective behavior. ▪ List the steps necessary for collective behavior to occur. ▪ Identify the different types of collective behavior and explain the social impact of each. ▪ Discuss the different theories of why collective behavior occurs. ▪ Explain how social movements differ from collective behavior. ▪ Compare and contrast the methods and effectiveness of different types of social movements. ▪ Explain the typical life cycle of social movements. ▪ Discuss the different theories of why social movements occur.

	- Discuss the different theories of why social change occurs. - Explain the role social change plays in society. - Explain how variations in population growth and composition impact society. - Compare and contrast the different theories on why populations change. - Discuss the impact that population growth has on a social system at the local, national, and global level. - Compare and contrast the different methods of population control employed by different social systems. - Explain the process of modernization and the impact that modernization has on a social system at the local, national, and global levels. - Discuss the effects of urbanization on a social system.
Name:	**Dates: September/February**
Course/Subject: Introduction to Sociology	**Unit 4: Social Psychology**

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PA Standard(s) / Assessment Anchors Addressed:

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

1.2.12.B: Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.

1.2.12.C: Examine the author's explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author's argument or defense of a claim as related to essential and non-essential information.

1.4.12.B: Write complex informational pieces (e.g. research papers, literary analytical essays, evaluations)

- **Make and support inferences with relevant and substantial evidence and well-chosen details.**
- **Identify and assess the impact of perceived ambiguities, nuances, and complexities within text.**

1.5.12.A: Write with a clear focus, identifying topic, task and audience.

1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.6.12.A: Listen critically and respond to others in small and large group situations.

- **Respond with grade level appropriate questions, ideas, information or opinions**

1.8.12.B: Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a wide variety of appropriate media sources and strategies. Demonstrate that sources have been evaluated for accuracy, bias, and credibility. Synthesize information gathered from a variety of sources, including technology and one's own research, and evaluate information for its relevance to the

research question. Demonstrate the distinction between one's own ideas from the ideas of others, and includes a reference page.

1.9.12.A: Use media and technology resources for research, information, analysis, problem solving, and decision-making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.

1.9.12.B: Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness, importance, and social and cultural context.

Understanding(s): *Students will understand…*	Essential Questions:
1. Myriad environmental factors affect human behavior and mental processes. 2. Human beings often adapt their behavior based upon their social situation; in ambiguous situations, human beings usually take their cues from the behavior of others in that same setting. 3. The power of a situation can help to explain violence and terrorism specifically, but a broader understanding of antisocial behavior requires multiple perspectives that go beyond the boundaries of traditional psychology. 4. Groups sometimes adapt their collective behavior based on the influence of one or a few individuals within the group.	▪ How do social situations affect the behavior of human beings? ▪ How does membership in a group affect the behavior of an individual? ▪ How do individuals affect the behaviors of groups of which they are a part? ▪ To what extent do environmental factors explain psychology, that is, human behaviors and mental processes?

Learning Objectives: *Students will know…*	*Students will be able to…*
▪ Four specific criterions that comprise the field of social psychology. ▪ Three factors assessed by social psychologists to measure the degree to which people affect one another. ▪ How human behavior is affected by inclusion with and exclusion from a group. ▪ Seven factors that affect a person's likeliness to conform within a group. ▪ Six factors that affect a person's likeliness to engage in groupthink. ▪ Five conditions under which a person is more likely to be obedient. ▪ Factors that increase the chance of the bystander effect through the diffusion of responsibility. ▪ Four theories that explain love and affection. ▪ The types of errors that are likely to occur when people are making cognitive attributions. ▪ Five causes of prejudice. ▪ Successful and unsuccessful strategies for ameliorating prejudice. ▪ Rules that govern the creation of group dynamics. ▪ Important figures in social psychology, namely Solomon Asch, Leon Festinger, Stanley Milgram and Philip Zimbardo.	▪ Apply attribution theory, specifically fundamental attribution error and self-serving bias to explain motives. ▪ Describe the structure and function of different kinds of group behavior including deindividuation and group polarization. ▪ Explain how individuals respond to the expectations of others, including groupthink, conformity and obedience to authority. ▪ Discuss attitudes and how they change. ▪ Predict the impact of the presence of others on individual behavior including analyses of the bystander effect and social facilitation. ▪ Select processes that contribute to differential treatment of group members such as in-group/out-group dynamics, ethnocentrism and prejudice. ▪ Articulate the impact of social and cultural categories like gender, race and ethnicity on self-concept and relations with others. ▪ Anticipate the impact of behavior on a self-fulfilling prophecy. ▪ Describe the variables that contribute to altruism, aggression and attraction. ▪ Question the efficacy of attitude formation and change, including persuasion strategies and cognitive dissonance.

	▪ Identify important figures in social psychology, namely Solomon Asch, Leon Festinger, Stanley Milgram and Philip Zimbardo.

Name:	**Dates: October/March**
Course/Subject: Introduction to Sociology	**Unit 5: Race and Ethnicity**

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PA Standard(s) / Assessment Anchors Addressed:

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

1.2.12.B: Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.

1.2.12.C: Examine the author's explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author's argument or defense of a claim as related to essential and non-essential information.

1.4.12.B: Write complex informational pieces (e.g. research papers, literary analytical essays, evaluations)

- **Make and support inferences with relevant and substantial evidence and well-chosen details.**
- **Identify and assess the impact of perceived ambiguities, nuances, and complexities within text.**

1.5.12.A: Write with a clear focus, identifying topic, task and audience.

1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.6.12.A: Listen critically and respond to others in small and large group situations.

- **Respond with grade level appropriate questions, ideas, information or opinions**

1.8.12.B: Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a wide variety of appropriate media sources and strategies. Demonstrate that sources have been evaluated for accuracy, bias, and credibility. Synthesize information gathered from a variety of sources, including technology and one's own research, and evaluate information for its relevance to the research question. Demonstrate the distinction between one's own ideas from the ideas of others, and includes a reference page.

1.9.12.A: Use media and technology resources for research, information, analysis, problem solving, and decision-making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.

1.9.12.B: Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness, importance, and social and cultural context.

Understanding(s): *Students will understand…*	**Essential Questions:**
1. Racial and ethnic groups are not one in the same; to the contrary, racial and ethnic groups are different classifications. 2. A sociologist's perspective on race and ethnicity is based largely upon the	▪ To what degrees do the formal structures of society exacerbate the separation among different racial and ethnic groups? ▪ To what degrees do the informal structures of society exacerbate the separation among different racial and ethnic groups?

sociological viewpoint from which he/she approaches the issue.	▪ To what degree can differences among racial and ethnic groups be resolved within the United States in the 21st century?
Learning Objectives: *Students will know…* ▪ The characteristics that distinguish a racial group. ▪ The characteristics that distinguish an ethnic group. ▪ The five basic properties that mark a minority group. ▪ How racial identity is formed through racial formation, a sociohistorical process in which racial categories are created, inhibited, transformed and destroyed. ▪ The difference between prejudice and discrimination. ▪ Three forms of institutional discrimination. ▪ Three functions of racially prejudiced beliefs for the dominant group as developed by Manning Nash. ▪ Four dysfunctions first identified by Arnold Rose that are associated with racism. ▪ Four patterns of intergroup relations in North America and elsewhere: amalgamation, assimilation, segregation and pluralism.	*Students will be able to…* ▪ Define culture and apply the definition to examples in contemporary society. ▪ Define social stratification and explain the difference between a social caste and a social class. ▪ Identify the factors that determine social status. ▪ Identify and explain the various political and economic reasons why social stratification exists. ▪ Explain the roles race and ethnicity play in the development of social class. ▪ Define 'stereotyping', 'prejudice', and 'discrimination' and explain the similarities and differences between each concept, as well as the distinctive types (racism, sexism, ageism, ethnocentrism). ▪ Define 'minority' and explain the political and economic factors that lead to the assigning of such status. ▪ Identify minority groups within the United States and describe the historic interactions between minority and majority groups. ▪ Explain how social class affects access to resources such as health care, education, and employment. ▪ Identify the different social classes in the United States. ▪ Explain the effects of poverty on social development. ▪ Identify the factors that lead to poverty and those areas most affected by low economic opportunity (Inner City and Rural areas). ▪ Explain the different theories of why poverty exists. ▪ Evaluate the government's efforts to eliminate poverty.

Name:	**Dates: October/March**
Course/Subject: Introduction to Sociology	**Unit 6: Gender and Age**

Stage 1 – Desired Results

PA Standard(s) / Assessment Anchors Addressed:

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

1.2.12.B: Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.

1.2.12.C: Examine the author's explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author's argument or defense of a claim as related to essential and non-essential information.

1.4.12.B: Write complex informational pieces (e.g. research papers, literary analytical essays, evaluations)

- **Make and support inferences with relevant and substantial evidence and well-chosen details.**
- **Identify and assess the impact of perceived ambiguities, nuances, and complexities within text.**

1.5.12.A: Write with a clear focus, identifying topic, task and audience.

1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.6.12.A: Listen critically and respond to others in small and large group situations.

- **Respond with grade level appropriate questions, ideas, information or opinions**

1.8.12.B: Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a wide variety of appropriate media sources and strategies. Demonstrate that sources have been evaluated for accuracy, bias, and credibility. Synthesize information gathered from a variety of sources, including technology and one's own research, and evaluate information for its relevance to the research question. Demonstrate the distinction between one's own ideas from the ideas of others, and includes a reference page.

1.9.12.A: Use media and technology resources for research, information, analysis, problem solving, and decision-making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.

1.9.12.B: Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness, importance, and social and cultural context.

Understanding(s): *Students will understand…*	Essential Questions:
1. Gender roles pervade every aspect of a person's life, from personal decisions to professional decisions and every consideration in between. 2. A sociologist's perspective on gender roles is based largely upon the sociological viewpoint from which he/she approaches the issue. 3. Age is an important determinant in a person's status level; in America, age assumes a master status that seems to overshadow all other statuses. 4. A sociologist's perspective on age roles is based largely upon the sociological viewpoint from which he/she approaches the issue.	▪ To what degree are gender roles pervasive in contemporary American society? ▪ To what degree can and should gender roles be ignored in contemporary American society? ▪ To what degree are age roles pervasive in contemporary American society? ▪ To what degree can and should age roles be ignored in contemporary American society?

Learning Objectives: *Students will know…*	*Students will be able to…*
▪ The gender roles assigned by American society to males. ▪ The gender roles assigned by American society to females.	▪ Identify examples of males meeting their defined gender roles and females meeting their assigned gender roles. ▪ Explain why certain behaviors constitute violations of gender norms.

▪ Specific behaviors that violate approved American gender roles.	▪ Explain the functionalist perspective on gender roles.
▪ How the five basic properties of a minority or subordinate group can be applied to older Americans.	▪ Explain the conflict perspective on gender roles.
▪ The seven phases of the retirement experience identified by gerontologist Robert Atchley.	▪ Explain the feminist perspective on gender roles.
▪ How the disengagement theory applies to older Americans.	▪ Explain the interactionist perspective on gender roles.
▪ How the activity theory applies to older Americans.	▪ Trace the evolution of gender norms in America throughout the 20th century and into the 21st century.
▪ How the labeling theory applies to older Americans.	▪ Apply the five basic properties of a minority or subordinate group to older Americans.
▪ What the concept of a dignified death means.	▪ Compare and contrast what constitutes a dignified death in America versus other cultures around the world.

Name:	**Dates: November/April**
Course/Subject: Introduction to Sociology	**Unit 7: Sociology of The Family**

Stage 1 – Desired Results

PA Standard(s) / Assessment Anchors Addressed:

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

1.2.12.B: Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.

1.2.12.C: Examine the author's explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author's argument or defense of a claim as related to essential and non-essential information.

1.4.12.B: Write complex informational pieces (e.g. research papers, literary analytical essays, evaluations)

- **Make and support inferences with relevant and substantial evidence and well-chosen details.**
- **Identify and assess the impact of perceived ambiguities, nuances, and complexities within text.**

1.5.12.A: Write with a clear focus, identifying topic, task and audience.

1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.6.12.A: Listen critically and respond to others in small and large group situations.

- **Respond with grade level appropriate questions, ideas, information or opinions**

1.8.12.B: Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a wide variety of appropriate media sources and strategies. Demonstrate that sources have been evaluated for accuracy, bias, and credibility. Synthesize information gathered from a variety of sources, including technology and one's own research, and evaluate information for its relevance to the research question. Demonstrate the distinction between one's own ideas from the ideas of others, and includes a reference page.

1.9.12.A: Use media and technology resources for research, information, analysis, problem solving, and decision-making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.
1.9.12.B: Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness, importance, and social and cultural context.

Understanding(s):	Essential Questions:
Students will understand…	
1. The definition of a family is durable, and that it has and will continue to change over time and differs among cultures around the world. 2. A sociologist's perspective on the role that the family can and should play in the social fabric is based largely upon the sociological viewpoint from which he/she approaches the issue.	▪ To what extent do specific elements have to present in order to constitute a family? ▪ To what degree does the type of family in which a person lives affect him/her? ▪ To what degree does the type of marriage (or non-marriage) in which a person lives affect him/her? ▪ To what degree does the prevailing authority pattern in a family affect the members of the family? ▪ To what degree does the prevailing way in which a child is reared affect him/her?

Learning Objectives:	Students will be able to…
Students will know…	
▪ Three types of families. ▪ Five types of marriage. ▪ Three kinship patterns. ▪ Three authority patterns. ▪ Six paramount functions of a family as outlined by sociologist William F. Ogburn in 1934. ▪ Four aspects of mate selection. ▪ Six child-rearing patterns. ▪ A minimum of six ways in which the adults who are leading a family can relate to one another.	▪ Explain the three types of families and evaluate the impact that a family type has on the members of any given family. ▪ Explain the five types of marriages and evaluate the impact that a marriage style has on the members of any given family. ▪ Explain the three kinship patterns and evaluate the impact that a kinship pattern has on the members of any given family. ▪ Explain the three authority patterns and evaluate the impact that an authority pattern has on the members of any given family. ▪ Assess the degree to which any given family is meeting the six primary functions that every family is supposed to meet. ▪ Explain the three aspects of mate selection and evaluate the impact that mate selection has on the composition of a family and on the members of any given family. ▪ Explain the six approaches to child rearing and evaluate the impact that any given child rearing approach has on a family's children. ▪ Measure the positive and negative impacts of each of the six ways in which adults who are leading families can relate to one another.

Name:	Dates: November/April
Course/Subject: Introduction to Sociology	Unit 8: Sociology of Education

Stage 1 – Desired Results

PA Standard(s) / Assessment Anchors Addressed:

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

1.2.12.B: Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.

1.2.12.C: Examine the author's explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author's argument or defense of a claim as related to essential and non-essential information.

1.4.12.B: Write complex informational pieces (e.g. research papers, literary analytical essays, evaluations)

- **Make and support inferences with relevant and substantial evidence and well-chosen details.**
- **Identify and assess the impact of perceived ambiguities, nuances, and complexities within text.**

1.5.12.A: Write with a clear focus, identifying topic, task and audience.

1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.6.12.A: Listen critically and respond to others in small and large group situations.

- **Respond with grade level appropriate questions, ideas, information or opinions**

1.8.12.B: Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a wide variety of appropriate media sources and strategies. Demonstrate that sources have been evaluated for accuracy, bias, and credibility. Synthesize information gathered from a variety of sources, including technology and one's own research, and evaluate information for its relevance to the research question. Demonstrate the distinction between one's own ideas from the ideas of others, and includes a reference page.

1.9.12.A: Use media and technology resources for research, information, analysis, problem solving, and decision-making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.

1.9.12.B: Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness, importance, and social and cultural context.

Understanding(s): *Students will understand…*	Essential Questions:
3. American public schools are among the most powerful socialization institutions in the nation for communicating attitudes, values and behaviors considered appropriate within the culture. 4. A sociologist's perspective on the role that education should play in society is based largely upon the sociological viewpoint from which he/she approaches the issue.	▪ How does school influence students? ▪ To what degree does the American public education system offer a way up the socioeconomic ladder and to what degree does it reinforce existing divisions among America's social classes? ▪ To what degree is the American public education system successfully organized to prepare its students for the 21st century global economy?

Learning Objectives: *Students will know…*	*Students will be able to…*
▪ How the higher education completion rate in the United States compares with other industrialized nations.	▪ Assess the implications of the fact that the United States' has the highest rate of higher education completion in the world.

▪ What is meant by the 'hidden curriculum' in American schools. ▪ Five characteristics of bureaucracy and how those traits apply to the American public education system. ▪ The four distinct subcultures that exist among American college students.	▪ Evaluate whether there really is a 'hidden curriculum' in the American education system and what, if any, impact that curriculum has had on their personal lives. ▪ Determine whether the public school system is a bureaucracy and whether it is or it is not how that reality affects the decisions made within the field of public education.

Name:	**Dates: December/May**
Course/Subject: Introduction to Sociology	**Unit 9: Sociology of Political and Economic Institutions**

Stage 1 – Desired Results

PA Standard(s) / Assessment Anchors Addressed:

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

1.2.12.B: Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.

1.2.12.C: Examine the author's explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author's argument or defense of a claim as related to essential and non-essential information.

1.4.12.B: Write complex informational pieces (e.g. research papers, literary analytical essays, evaluations)

- **Make and support inferences with relevant and substantial evidence and well-chosen details.**
- **Identify and assess the impact of perceived ambiguities, nuances, and complexities within text.**

1.5.12.A: Write with a clear focus, identifying topic, task and audience.

1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.6.12.A: Listen critically and respond to others in small and large group situations.

- **Respond with grade level appropriate questions, ideas, information or opinions**

1.8.12.B: Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a wide variety of appropriate media sources and strategies. Demonstrate that sources have been evaluated for accuracy, bias, and credibility. Synthesize information gathered from a variety of sources, including technology and one's own research, and evaluate information for its relevance to the research question. Demonstrate the distinction between one's own ideas from the ideas of others, and includes a reference page.

1.9.12.A: Use media and technology resources for research, information, analysis, problem solving, and decision-making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.

1.9.12.B: Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness, importance, and social and cultural context.

Understanding(s):	**Essential Questions:**

Students will understand… 1. Politics is pervasive throughout American society and determines 'who gets what, when and how' in all aspects of daily American life. 2. A sociologist's perspective on war and peace is based largely upon the sociological viewpoint from which he/she approaches the issue. 3. The Internet is arguably as important of a historical catalyst to change in the realms of politics and economics as any other factor in world history. 4. The economic realities of the world are dynamic; they have changed dramatically in the past three decades and will continue to change rapidly.	▪ To what degree does politics affect the daily life of an average, middle-class American? ▪ To what degree are war and peace opposite states of reality? ▪ To what degree is the Internet a source of positive and/or negative change in the political and economic realms of the world? ▪ To what degree can the future complexion of the global economy be accurately predicted?
Learning Objectives: *Students will know…* ▪ The definition of politics. ▪ The difference among power, force and authority. ▪ The three ideal types of authority as identified by Max Weber. ▪ Four types of governmental systems currently employed around the world. ▪ The roles played by race, gender and age in the American political process. ▪ Four models of political authority, including two different models of the power elite model. ▪ The three ways in which sociologists assess war. ▪ The two ways in which sociologists view peace. ▪ The Internet has and will likely continue to play an important role in political activism around the world. ▪ Three formal economic systems in use around the world today. ▪ Factors that affect job satisfaction. ▪ Six major trends affecting the changing global economy: microfinancing, the makeup of the workforce, deindustrialization, offshoring, technology, specifically the increase in the penetration of the Internet around the world, and the borderless workforce.	*Students will be able to…* ▪ Compare and contrast government with politics. ▪ Rank the relative importance of power, force and authority. ▪ Conclude whether a certain type of governmental system ensures its citizens a higher standard of living. ▪ Assess whether traditional authority, rational-legal authority or charismatic authority is most valuable for a leader to possess and whether that determination changes based on the situation. ▪ Trace the roles played by race, gender and age over the history of the American political process. ▪ Analyze who benefits when each of the four models of political authority is employed. ▪ Apply the sociological perspective to war and peace. ▪ Study contemporary examples of where and when the Internet has been used to affect political activism. ▪ Assess the pros and cons of the three formal economic systems in use in the world today. ▪ Predict jobs in which they will find the greatest personal job satisfaction.
Name:	**Dates: December/May**
Course/Subject: Introduction to Sociology	**Unit 10: Sociology of Religion**
Stage 1 – Desired Results	
PA Standard(s) / Assessment Anchors Addressed:	

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

1.2.12.B: Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.

1.2.12.C: Examine the author's explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author's argument or defense of a claim as related to essential and non-essential information.

1.4.12.B: Write complex informational pieces (e.g. research papers, literary analytical essays, evaluations)

- **Make and support inferences with relevant and substantial evidence and well-chosen details.**
- **Identify and assess the impact of perceived ambiguities, nuances, and complexities within text.**

1.5.12.A: Write with a clear focus, identifying topic, task and audience.

1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.6.12.A: Listen critically and respond to others in small and large group situations.

- **Respond with grade level appropriate questions, ideas, information or opinions**

1.8.12.B: Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a wide variety of appropriate media sources and strategies. Demonstrate that sources have been evaluated for accuracy, bias, and credibility. Synthesize information gathered from a variety of sources, including technology and one's own research, and evaluate information for its relevance to the research question. Demonstrate the distinction between one's own ideas from the ideas of others, and includes a reference page.

1.9.12.A: Use media and technology resources for research, information, analysis, problem solving, and decision-making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.

1.9.12.B: Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness, importance, and social and cultural context.

Understanding(s): *Students will understand…*	Essential Questions:
1. Religion plays a major role in people's lives, and religious practices of some variety are present in every society. 2. Religion has historically played an important role in social change. 3. A sociologist's perspective on the role that religion plays in the social fabric is based largely upon the sociological viewpoint from which he/she approaches the issue.	▪ To what degree does religion have a social impact on individuals and institutions? ▪ To what degree is religion a cause or effect of social and geopolitical unrest in the world today?
Learning Objectives: *Students will know…*	*Students will be able to…*
▪ The five largest religious faiths in the world. ▪ The primary geographic location of the followers of the world's five largest religious faiths.	▪ Name the world's five most popular religions, their founder, the religion's important texts and the religion's holy sites.

▪ The founder, the important texts and the holy sites for the world's five most popular religions. ▪ The ways in which religion has affected social change throughout history. ▪ The three components of religion: religious beliefs, religious rituals and religious experience. ▪ Four basic types of religious organizations – the ecclesia, the denomination, the sect and the new religious movement, or cult.	▪ Position the world's five major faiths geopolitically on a globe. ▪ Trace ways in which religion has affected social changes throughout world history. ▪ Define and give examples of religious beliefs, religious rituals and religious experiences. ▪ Compare and contrast the characteristics of the four basic types of religious organizations.

Name:	**Dates: December/May**
Course/Subject: Introduction to Sociology	**Unit Plan 11: Sociology of Health and Medicine**

Stage 1 – Desired Results

PA Standard(s) / Assessment Anchors Addressed:

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

1.2.12.B: Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.

1.2.12.C: Examine the author's explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author's argument or defense of a claim as related to essential and non-essential information.

1.4.12.B: Write complex informational pieces (e.g. research papers, literary analytical essays, evaluations)

- **Make and support inferences with relevant and substantial evidence and well-chosen details.**
- **Identify and assess the impact of perceived ambiguities, nuances, and complexities within text.**

1.5.12.A: Write with a clear focus, identifying topic, task and audience.

1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.6.12.A: Listen critically and respond to others in small and large group situations.

- **Respond with grade level appropriate questions, ideas, information or opinions**

1.8.12.B: Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a wide variety of appropriate media sources and strategies. Demonstrate that sources have been evaluated for accuracy, bias, and credibility. Synthesize information gathered from a variety of sources, including technology and one's own research, and evaluate information for its relevance to the research question. Demonstrate the distinction between one's own ideas from the ideas of others, and includes a reference page.

1.9.12.A: Use media and technology resources for research, information, analysis, problem solving, and decision-making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.

1.9.12.B: Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness, importance, and social and cultural context.	
Understanding(s): *Students will understand…* 1. Illness is not a monolithic problem. What constitutes illness, and more importantly, what constitutes appropriate treatment for illnesses, is different depending upon the race and ethnicity of the person who is ill, the gender of the afflicted person, the age of the ill person and the financial situation of the person who is fall and his/her family. 2. A sociologist's perspective on health and illness is based largely upon the sociological viewpoint from which he/she approaches the issue. 3. The proper role of government in ensuring the health and well-being of its citizens is not clearly defined, and therefore is a hotly debated issue with persuasive arguments on all sides.	**Essential Questions:** ▪ To what degree is illness is a universal problem? ▪ To what degree do social factors affect the perception of illness in a society? ▪ To what extent do people have the ability to keep their health? ▪ To what extent does the United States government have a responsibility to ensure the health and well-being of its citizens?
Learning Objectives: *Students will know…* ▪ The definition of culture-bound syndrome. ▪ The definition of medicalization of society. ▪ The relationship between incidence and prevalence in social epidemiology. ▪ The similarities and differences between morbidity and mortality rates. ▪ The percentages of people without health insurance, by income levels, age and race and ethnicity.	*Students will be able to…* ▪ Compare and contrast the 'sick role' across cultures and time periods. ▪ Analyze the benefits and drawbacks of the medicalization of society. ▪ Act as a social epidemiologist to scientifically study disease. ▪ Assess the differences in how illness is defined and treated depending upon a person's race, ethnicity, gender, age and financial ability to pay. ▪ Analyze the affects that household income, age, race and ethnicity have on a person's likelihood to have health insurance. ▪ Evaluate whether the United States should or should not have a universal health care system comparable to those in many European countries and the benefits and drawbacks of such a system.