

Sociology
Curriculum Mapping
2019-2020
Wade Gall

Unit: <i>The Sociological Point of View; Cultural Diversity; Cultural Conformity & Adaptation</i>		Time: <i>January 2020</i>
Standards Taught		
<ul style="list-style-type: none"> • 1.1-Students will identify sociology as a scientific field of inquiry. • 1.2-Students will compare and contrast the sociological perspective and how it differs from other social sciences. • 1.3-Students will evaluate the strengths and weaknesses of the major methods of sociological research. • 1.4-Students will identify, differentiate among, and apply a variety of sociological theories. • 2.1-Students will describe the components of culture. • 2.2-Students will analyze how culture influences individuals, including themselves. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapters 1, 2, 3</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Sociology, social sciences, social interaction, social phenomena, sociological perspective & imagination, anthropology, psychology, social psychology, economics, political science, history, social Darwinism, function, ideal type, theory; theoretical, functionalist perspectives, manifest function, conflict perspective,</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their</i>

	<p><i>symbol, culture, material & nonmaterial culture, society, technology, values, norms, folkways, mores, laws, culture trait, cultural patterns, cultural universals, ethnocentrism, cultural relativism, subculture, counterculture, self-fulfillment, narcissism, internalization, sanctions, positive & negative sanctions, formal and informal sanctions, social control, ideology, social movement, diffusion, reformulation, cultural tag</i></p>	<p><i>explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<p>Reflection: <i>These chapters went well overall. They laid the basic foundations of Sociology and gave the students a good idea of what the semester will encompass. Obviously there was a lot of new information for the kids so there was a nice amount of questions and discussion.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What is sociology?</i> • <i>How is sociology similar to and different from other social sciences?</i> • <i>How did the field of Sociology develop?</i> • <i>In what ways do the three main theoretical perspectives in sociology differ?</i> • <i>What is the meaning of culture and how do material and non-material culture differ?</i> • <i>What are the basic components of culture?</i> • <i>What are cultural universals and why do they exist?</i> • <i>What factors account for variations among and within cultures?</i> • <i>What are the basic values that form the foundation of American culture?</i> • <i>What new values have developed in America since the 1970s?</i> • <i>How are the norms of society enforced?</i> • <i>What are the main sources of social change?</i> • <i>What factors lead people to resist social change?</i> 	

Unit: <i>Social Structure; The Individual in Society</i>	Time: <i>February 2020</i>	
Standards Taught		
<ul style="list-style-type: none"> • 2.3-Students will evaluate important social institutions and how they respond to social needs. • 3.1-Students will describe the process of socialization across the life course. • 3.2-Students will explain the process of the social construction of the self • 3.3-Students will examine the social construction of groups and their impact on the life chances of individuals. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapters 4 & 5</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Social Structure, Status, Group, Achieved/Ascribed/Master Status, Reciprocal roles, role expectations, role performance, role set, role conflict, role strain, social institution, exchange, reciprocity, competition, conflict, cooperation, accommodation, subsistence strategies, pre-industrial societies, pastoral societies, horticultural societies, agricultural societies, industrial societies, post industrial societies, mechanical solidarity, organic solidarity, group, dyad, triad, Primary &</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i> <i>Notes Quizzes/Test over the information that was covered in the Module</i>

	<p><i>secondary groups, reference groups, In/Out groups, formal organization, bureaucracy, rationality, "Red Tape", Personality, instinct, socio-biology, heredity, aptitude, subcultures, feral children, institutionalization, peer group, self, looking glass theory, significant & generalized others, I-self, me-self, resocialization, total institution</i></p>	
<p>Reflection: <i>The chapters went well. The students really got into some of the information especially those that they may deal with such as In or Out groups and how both their family and their peers shape their beliefs and ideals. The section on feral children also had a lot of discussion mainly focusing on why someone would do that to another human being.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the two major components of social structure? • How do these components of social structure affect human interaction? • What are the most common types of social interaction? • Which types of interactions stabilize social structure and which can disrupt it? • What types of societies exist in the world today? • What roles do individuals play in these models of group systems? • What are the major features or primary and secondary groups? • What purposes do groups fulfill? • How are bureaucracies structured? • How effective are bureaucracies? • What are the four main factors that affect the development of personality? • How does isolation in childhood affect development? • How does a person's sense of self emerge? • What theories have been put forth to explain the process of socialization? • What are the most important agents of socialization in America? • Why are family and education important social institutions? 	

Unit: Deviance & Social Control; Social Stratification	Time: March 2020	
Standards Taught		
<ul style="list-style-type: none"> • 3.1-Students will describe the process of socialization across the life course. • 4.1-Students will identify common patterns of social inequality. • 4.3-Students will explain the relationship between social institutions and inequality. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<p><i>To assess the students' knowledge of the information that has been discussed the students completed:</i></p> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapters 8 & 9</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Deviance, stigma, anomie, conformity, innovation, ritualism, rebellion, retreatists, conflict perspective, control theory, cultural transmission theory, labeling theory, differential association, primary and secondary deviance, degradation ceremony, crime, violent crimes, victimless crimes, white collar crime, organized crime, criminal justice system, police discretion, racial profiling, plea bargaining, retribution, deterrence, rehabilitation, social protection, recidivism, juvenile-justice system, social stratification, social</i>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p>

	<p><i>inequality, closed/open system, caste system, exogamy, endogamy, class system, Karl Marx, wealth, power, prestige, Socioeconomic status, Reputational/Subjective/Objective methods, social mobility, horizontal & vertical mobility, intergenerational mobility, upward/downward mobility, poverty, poverty level, upper class, upper middle class, lower middle classes, working class, working poor, underclass</i></p>	<p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<p>Reflection: <i>These two chapters brought about a ton of conversation & thoughts from types of crimes to racial profiling and police discretion which is a huge topic right now and I fear always will be to the ability or lack thereof to move up and down in life in some parts of the world and the lack of that opportunity in others. Then looking at the American class systems was interesting for the students to look into as well.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the nature and social functions of deviance? • How do the theories that have been proposed to explain deviance compare? • What are the principal types of crime in America? • What are the characteristics of the American criminal justice system? • What are the characteristics of the caste systems or class systems? • Who do the major theories of social stratification differ? • What are the characteristics of the American class system? • How do different motivations and cultural values influence the American class system? • What groups of Americans are affected by poverty? • What steps have been taken by the federal government to lessen the effects of poverty? 	

<p>Unit: Racial & Ethnic Relations; Gender, Age, Health; The Family</p>	<p>Time: April 2020</p>	
<p align="center">Standards Taught</p>		
<ul style="list-style-type: none"> • 4.1-Students will identify common patterns of social inequality • 4.4-Students will assess responses to social inequality. 		
<p>Differentiation/Assessment:</p>	<p>Classroom Management and Environment:</p>	<p>What will the students be doing?</p>

<p><i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i></p>	<p><i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i></p>	<p><i>To assess the students' knowledge of the information that has been discussed the students completed:</i></p> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapters 10, 11, & 12</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
<p>Prior Knowledge Needed</p>	<p>Vocabulary</p>	<p>Assessments</p>
<p><i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i></p>	<p><i>Race, Ethnicity, ethnic group, minority group, discrimination, prejudice, legal discrimination, institutionalized discrimination, stereotype, self-fulfilling prophecy, racism, scapegoating, cultural pluralism, assimilation, segregation, de facto segregation, de jure segregation, subjugation, slavery genocide, ethnic cleansing, white ethnics, gender, gender roles, gender identity, patriarchy, matriarchy, sexism, Women's Movement, wage gap, ageism, Medicare, Medicaid, family, nuclear family, family of orientation, family of procreation, extended family, kinship, primary/secondary/tertiary kinship systems, marriage, monogamy, polygamy, polyandry, patrilineal/matrilineal/bilateral descent, patriarchy, matriarchy, egalitarian, incest taboo,</i></p>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>

	<i>reproduction, socialization, homogamy, heterogamy, dual income family, delayed marriage, delayed childbearing, sandwich generation, voluntary childlessness</i>	
<p>Reflection: <i>As you can see by the essential questions and terms there were a ton of topics of importance that were covered over these three chapters. The discussions were quite entertaining and informative. The students, needless to say, had a lot of opinions and questions on the content we covered, so it was a really enjoyable month with everyone being involved in the conversation.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do sociologists define the terms race, ethnicity, and minority groups? • What characteristics distinguish minority groups from one another? • How do discrimination and prejudice differ? • What are the most common patterns of minority group treatment? • What are the conditions under which minority groups in America live? • How have government policies affected the lives of minority groups in America? • How do gender roles affect the opportunities available to men and women? • How are gender roles affected by socialization? • What effect is the aging of the population having on society? • How is the aging of the population affecting the life chances of older Americans? • What is the state of health care in the United States? • What are some of the special health care concerns of various segments of American society? • What are the norms that influence the ways in which marriage patterns are organized around the world? • What are the basic societal needs that the institution of the family satisfies? • How do American families begin and what disruptions might they face? • What are trends in American family life currently being examined by sociologists? 	

Unit: Education & Religion		Time: May 2020
Standards Taught		
<ul style="list-style-type: none"> 3.1-Students will describe the process of socialization across the life course. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> <i>Bell Ringer Exercises</i> <i>Lecture/Notes over Chapter 14</i> <i>Assignments which corresponded with the lesson.</i> <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Education, schooling, core curriculum, hidden curriculum, tracking, charter schools, school choice, homeschooling, zero tolerance, sacred, profane, religion, social cohesion, ritual, animism, shamanism, totem, theism, monotheism, polytheism, ethicalism, ecclesia, denomination, sect, cult, religiosity</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i> <i>Notes Quizzes/Test over the information that was covered in the Module</i>
Reflection:	Essential Questions:	
<i>Again some very interesting topics for the students. The education portion went well but leaning about the different religious ideas and what some of those ideas are</i>	<ul style="list-style-type: none"> How do the views of functionalist, conflict, & interactionist sociologists differ concerning education? What are some of the current issues in American education? What basic societal needs does religion serve? 	

garnered a few questions and some interesting conversation.

- What are the distinctive features of religion in American society?