



# Hamburg Area School District Course Guide

Name:	Sociology
Grade(s):	11-12
Length:	<i>Place an X next to the correct option</i>
	Full-Year (180 Sessions)
X	Semester (90 Sessions)
	Quarter (45 Sessions)
	Other (Specify):
Text:	<i>Sociology and You</i> , Shepard, Green
Date Approved or Updated:	2020-2021

Description: Sociology is taught in order to help students gain insight into their own social relationships and to further develop their ability to look at the social world around them more objectively. Major emphasis is placed on topics such as: socialization of the individual, culture, minorities, the family, male and female roles, social stratification, group dynamics, culture change, social problems and social institutions.

**Hamburg Area School District  
Course Plan  
(Sociology)**

Course Name: Sociology

Unit: Sociological Perspectives

Time Line: 2-3 Cycles

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>	<b>Vocabulary</b>
<p>What is Sociology</p>	<p>Students will understand</p> <ul style="list-style-type: none"> <li>• The definition of sociology</li> <li>• Why sociology is a social science</li> <li>• How sociology's focus differs from and is similar to the focus of each of the other social sciences</li> <li>• The basic principles of the conflict perspective (i.e. ideas and perspectives of Auguste Comte and Emile Durkheim</li> <li>• The basic principles of the conflict perspective (i.e. ideas and perspectives of Karl Marx, Max Weber and W.E.B. DuBois)</li> <li>• The basic principles of the symbolic interaction perspective ( i.e. perspectives of Charles Cooley and George Herbert Mead)</li> </ul>	<p>State Standards Not Available</p>	<p>Sociology Sociological Perspective Social Structure Sociological Imagination Functionalism Conflict Perspective Symbolic Interaction</p>

**Hamburg Area School District  
Course Plan  
(Sociology)**

Course Name: Sociology  
Unit: Culture and Social Structures

Time Line: 2-3 Cycles

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>	<b>Vocabulary</b>
What is culture	<p>Students will understand</p> <ul style="list-style-type: none"> <li>• Culture and explain some of the universal functions of culture</li> <li>• The differentiate between material and non-material culture</li> <li>• How sociologist distinguish between the terms “culture” and “society”</li> <li>• Examples of ideal culture and real culture</li> <li>• The role language plays in creating and perpetuating culture</li> <li>• The characteristics and functions of symbols in society</li> <li>• Ethnocentrism</li> <li>• Examples of “subculture,” “micro culture,” and “counterculture.”</li> <li>• Values and norms and explain the relationship between them</li> <li>• The concepts of folkway, more and law</li> <li>• The difference between conflict, functional and symbolic interaction approaches to the study of culture</li> </ul>	State Standards Not Available	Culture Society Symbols Hypothesis of Linguistic relativity Norms Folkways Mores Taboos Laws Sanctions Formal Sanctions Informal Sanctions Values Nonmaterial culture Beliefs Material culture Ideal culture Real culture Social categories Subculture Counterculture Ethnocentrism Cultural universals

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<b>Essential Content/ Essential</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>	<b>Vocabulary</b>
What is social structure	Students will understand <ul style="list-style-type: none"> <li>• The major components of social structure: status, role, social institution and group</li> <li>• The role strain and role conflict</li> <li>• The major types of social groups: primary, secondary, peer group and reference group</li> <li>• How these groups shape the learner's life and how individuals influence the groups</li> <li>• The difference between conflict, functional and symbolic interaction approaches to the study of social structure</li> </ul>	State Standards Not Available	Social structure Status Ascribed status Achieved status Status set Master status Role Strain Role Conflict Primary Group Secondary Group

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<p>What is socialization</p>	<p>Students will understand</p> <ul style="list-style-type: none"> <li>• The influences of heredity and environment on the development of personality</li> <li>• Socialization, resocialization and anticipatory socialization</li> <li>• Total institution</li> <li>• The importance and function of role-taking in the development of "self"</li> <li>• The most important agents of socialization in the United States</li> <li>• The difference between conflict, functional and symbolic interaction approaches to socialization</li> </ul>	<p>State Standards Not Available</p>	<p>Socialization Resocialization Anticipatory socialization Total institution Self-concept Looking-glass self Significant others Role taking Generalized other Hidden curriculum</p>
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<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>	<b>Vocabulary</b>
What is self and social interaction	Students will understand <ul style="list-style-type: none"> <li>• The meaning of status and role and show how they are related</li> </ul>	State Standards Not Available	Status Role Rights Obligations Social Interaction Role Performance
What is deviance, crime and social control	Students will understand <ul style="list-style-type: none"> <li>• Social control and distinguish between formal and informal methods of social control</li> <li>• The difference between deviance and crime</li> <li>• That deviance is universal to all groups and individuals</li> <li>• The difference between individual explanations of deviance and structural, sociological theories of deviance and crime</li> <li>• The sociological theories of crime and deviance</li> <li>• The effects of various policies and laws relating to social control such as the question of the deterrent effect of capital punishment</li> </ul>	State Standards Not Available	Deviance Negative deviance Positive deviance Deviant Social control Social sanctions Strain theory Control theory Differential association theory Labeling theory Primary deviance Secondary deviance Victim discounting White-collar crime Crime Criminal Justice System Deterrence Retribution Incarceration Rehabilitation Recidivism

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What are groups and organizations	<p>Students will understand</p> <ul style="list-style-type: none"> <li>• Primary group and secondary group</li> <li>• The difference between peer group and reference group</li> <li>• A formal and informal structure in an organization</li> </ul>	State Standards Not Available	<p>Primary Group Secondary Group Peer Group Reference Group Social Category Social aggregate Cooperation Conflict Coercion Conformity Groupthink</p>
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**Hamburg Area School District  
Course Plan  
(Sociology)**

Course Name: Sociology  
Unit: Social Inequality

Time Line: 2-3 cycles

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>	<b>Vocabulary</b>
<p>What are social institutions</p>	<p>Students will understand</p> <ul style="list-style-type: none"> <li>• Social institutions and identify the primary institutions in a society</li> <li>• Secondary institutions which are significant in the functioning of complex industrial and postindustrial societies</li> <li>• Which basic societal needs are satisfied by the family institution</li> <li>• Ways in which family life can be disrupted</li> <li>• The major changes that have taken place in the American family in this century</li> <li>• The functions of at least one major institution other than the family</li> <li>• The functionalism perspective and conflict perspective on institutions</li> </ul>	<p>State Standards Not Available</p>	<p>Family Marriage Nuclear family Extended family Patrilineal Matrilineal Bilateral Patriarchy Matriarchy Patrilocal Matrilocal Neolocal Monogamy Polygamy Polygyny Polyandry Exogamy Endogamy Homogamy Heterogamy Blended families Cohabitation Boomerang kids</p>
<p>What is stratification</p>	<p>Students will understand</p> <ul style="list-style-type: none"> <li>• Social stratification and social inequality and explain why stratification is such a powerful variable in human experience</li> <li>• Intersections of race, class and gender in social systems of inequality</li> <li>• Systems of class stratification, slavery, castes and social classes</li> </ul>	<p>State Standards Not Available</p>	<p>Social stratification Social class Social mobility Horizontal mobility Vertical mobility Intergenerational mobility</p>

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Unit: Social Inequality

Time Line: 2-3 cycles

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>	<b>Vocabulary</b>
<p>What is stratification</p>	<ul style="list-style-type: none"> <li>• The components of social class: wealth, power, prestige, occupation and status</li> <li>• The social classes of American society: capitalist, upper middle, lower middle, working and underclass</li> <li>• Socio-economic status and how ascribed status differs from achieved status</li> <li>• Social mobility and differentiate between the types of social mobility: structural, horizontal, vertical and inter/intra-generational</li> <li>• The impact of social institutions on social mobility</li> <li>• Functionalist, conflict and interactionist perspectives of stratification</li> <li>• Relative and absolute poverty and how the poverty line is determined</li> <li>• The controversies regarding culture of poverty theory</li> </ul>	<p>State Standards Not Available</p>	<p>Absolute poverty Relative poverty Class consciousness Working poor Underclass</p>

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**Time Line: 2-3 cycles**

<p>What are racial and ethnic relations</p>	<p>Students will understand</p> <ul style="list-style-type: none"> <li>• “Race” and “ethnic group”</li> <li>• The social construction of race, including global and historical variations in conceptualizations of the notion of race</li> <li>• Racism and ethnocentrism</li> <li>• The defining characteristics of a minority group</li> <li>• The difference between assimilation and multiculturalism</li> <li>• The five most common patterns of minority group treatment by majority groups (assimilation, pluralism, subjugation, population transfer and genocide)</li> <li>• The difference between conflict and functional approaches to racial and ethnic inequality</li> </ul>	<p>State Standards Not Available</p>	<ul style="list-style-type: none"> <li>Minority</li> <li>Race</li> <li>Assimilation</li> <li>Cultural pluralism</li> <li>Genocide</li> <li>Subjugation</li> <li>De jure segregation</li> <li>De facto segregation</li> <li>Prejudice</li> <li>Racism</li> <li>Discrimination</li> <li>Hate crime</li> <li>Stereotype</li> <li>Population transfer</li> </ul>
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<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>	<b>Vocabulary</b>
<p>What is gender and age inequality</p>	<p>Students will understand</p> <p>The difference between sex and gender as social constructs</p> <p>Gender identity and gender roles</p> <ul style="list-style-type: none"> <li>• Gender-role socialization and the ways in which family, media and schools contribute to it</li> <li>• Gender inequality from the structural functional, conflict and interactionist perspectives</li> <li>• The difference between biological and sociological approaches to the study of aging</li> <li>• The structural functional, conflict and interactionist perspectives on aging</li> </ul>	<p>State Standards Not Available</p>	<p>Sex Gender identity Sexism Age stratification Ageism</p>

<p>How do sports mirror society?</p>	<p>Students will understand:</p> <ul style="list-style-type: none"><li>• Sports as an American institution</li><li>• Compare and contrast sport in America from a functionalist, conflict and symbolic interaction perspective</li><li>• Understand the relationship between American sport and social mobility</li><li>• Cite evidence of sexism and racism in American sport</li></ul>	<p>State Standards Not Available</p>	<p>Sport</p>
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