



BLUE VALLEY DISTRICT CURRICULUM & INSTRUCTION
Social Studies | Sociology



ORGANIZING THEME/TOPIC

FOCUS STANDARDS & SKILLS

<p>UNIT 1: HISTORY & PERSPECTIVES</p> <p>Suggested Time Frame: Quarter 1/3</p>	<p>How does sociology approach the study of group behavior and dynamics?</p> <ul style="list-style-type: none"> The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>In what ways does the sociological perspective differ from other social sciences?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) <p>How do different approaches (paradigms) in sociology compare and contrast?</p> <ul style="list-style-type: none"> The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4) <p>How do larger social forces influence life choices?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) <p>Why do sociologists rely on scientific inquiry and research methods to study group behavior; how the various research methods compare?</p> <ul style="list-style-type: none"> The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4) The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) <p>What ethical considerations must be taken into account when conducting research?</p> <ul style="list-style-type: none"> The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4) The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)
<p>UNIT 2: CULTURE</p>	<p>How do you identify and define culture?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)

<p>Suggested Time Frame: Quarter 1/3</p>	<p>What are the five major components of culture?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>How are social patterns created and maintained over time?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) • The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) <p>To what extent do subcultures and countercultures influence and transform popular culture?</p> <ul style="list-style-type: none"> • The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) • The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) <p>To what extent do forces in social culture influence individual and group behavior?</p> <ul style="list-style-type: none"> • The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4) • The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3) • The student will use his/her understanding of continuity and change to construct a model for contemporary reform (4.4) <p>To what extent does ethnocentrism and cultural relativism shape views of society?</p> <ul style="list-style-type: none"> • The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)
<p>UNIT 3: SOCIALIZATION</p> <p>Suggested Time Frame: Quarter 1/3</p>	<p>What are the primary agents of socialization and why are they influential?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>To what extent do key aspects of culture (e.g. human development, family, school, media, etc.) influence the socialization of individuals?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>How do groups form within society?</p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>How do groups shape societal norms and values?</p> <ul style="list-style-type: none"> • The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)

<p>UNIT 4: SOCIAL STRATIFICATION</p> <p>Suggested Time Frame: Quarter 2/4</p>	<p>How do societies create systems of social stratification?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>To what extent is social stratification universal?</p> <ul style="list-style-type: none"> The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) <p>To what extent does group membership create and reinforce social stratification?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4) <p>To what extent does the distribution of power, wealth, and status create conflict within society?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>How does social mobility differ from one society to another?</p> <ul style="list-style-type: none"> The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)
<p>UNIT 5: RACE & ETHNIC RELATIONS</p> <p>Suggested Time Frame: Quarter 2/4</p>	<p>How does the physiological definition of race differ from the social construct of race in American Society?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>To what extent does society enforce patterns of social inequality based on race?</p> <ul style="list-style-type: none"> The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) <p>To what extent has race influenced access to employment, education, healthcare, rights and privileges, etc.?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) <p>To what extent has ethnicity influenced access to employment, education, healthcare, rights and privileges, etc.?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)

	<p>How does race and ethnicity help define society?</p> <ul style="list-style-type: none"> The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)
<p>UNIT 6: GENDER ROLES & IDENTITY</p> <p>Suggested Time Frame: Quarter 2/4</p>	<p>How does the physiological definition of sex differ from the social construct of gender in American society?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>To what extent does society enforce patterns of social inequality based on gender?</p> <ul style="list-style-type: none"> The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) <p>To what extent has gender influenced access to employment, education, healthcare, rights and privileges, etc.?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) <p>To what extent has gender socialization influenced expectations and roles within society?</p> <ul style="list-style-type: none"> The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)
<p>UNIT 7: AGE & ABILITY</p> <p>Suggested Time Frame: Quarter 2/4</p>	<p>How does the social clock differ from the biological clock and how has it evolved over time?</p> <ul style="list-style-type: none"> The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>To what extent does society determine the value of age and ability?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) <p>To what extent does society enforce patterns of social inequality based on age and ability?</p> <ul style="list-style-type: none"> The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4) <p>To what extent has age and ability influenced expectations and roles within society?</p> <ul style="list-style-type: none"> The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)

UNIT 8: DEVIANCE

Suggested Time Frame:
Quarter 2/4

How does society define deviance?

- The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)
- The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)
- The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)

How do the different paradigms in sociology explain deviance?

- The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)
- The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)

To what extent does the deviant culture influence the popular culture?

- The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)
- The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)

How do societies work to control and correct deviance?

- The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)
- The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)
- The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)

In what ways do societal relationships and interactions impact groups?

- The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)