

District Overview:

The vision of the BHASD Social Studies Department is to cultivate the skills students will need in order to live an engaged and meaningful civic life. Throughout the course of the school year, students will be reading, writing, critically thinking, researching and analyzing information, and contributing to discussions. Students study will focus on history, geography, economics, civics and government from a global and diverse perspective. From Kindergarten through high school, students will move in a sequence that expands their awareness of self through home, school, community, state, region, country, and world. Students will be exposed to major cultural and geographic regions of the world. As they learn to reason and examine and evaluate past and current events, they will begin to develop an understanding of the fundamental ideas about government, economics and the rights and responsibilities of citizens.

Sociology Description:

Sociology is the study of human behavior in groups. This class will explore culture, race, ethnicity, gender, family, social class and aging issues. Taking this course will provide information that could lead to an understanding of how elements of society influence behavior. In Sociology, the focus is to examine how elements of society influence individual behavior. People learn who they are by how they fit into the parameters of society. They may be influenced by expectations based on gender, social class, family structure, race, culture, age, or ethnicity. As a result, people may be a reflection of their world, but by studying Sociology, they may realize the potential of understanding that a much bigger world exists beyond their experiences. Students may also realize their potential to change stereotypes and reduce discrimination that occurs in society.

Units of Study:

- Unit 1: Introduction to Sociology
- Unit 2: Social Class
- Unit 3: Social Institutions: The Family
- Unit 4: Aging
- Unit 5: Diversity



Subject: Sociology	Grade: 11 & 12	Suggested Timeline: 3 weeks
Unit Title: Introduction to Sociology		
Unit Overview/Essential Understanding: In this unit, students will learn what Sociology is and the essential questions that Sociologists study. They will learn the history of Sociology as an area of study and master the nomenclature of the field. They will also examine groups in society that influence individual behavior. Essential Questions: <ul style="list-style-type: none">• How are sociological perspectives utilized by sociologists to analyze and explain social behavior?• How and why has sociology come to be?• How has sociology evolved throughout time?		
Unit Objectives: <ul style="list-style-type: none">• The students will be able to define Sociology.• The students will learn the history of sociology.• The students will learn the nomenclature of Sociology.• The students will identify the groups in society that influence individual behavior.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.4.12.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history• 8.4.12.C - Evaluate how continuity and change have impacted the world today. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization National HS Sociology Standards: <ul style="list-style-type: none">• 1.2.1 - Impact of social context - Students will compare and contrast the sociological perspective and how it differs from other social sciences.• 2.1.1 - Nonmaterial culture - Students will describe the components of culture.• 2.1.2 - Material culture - Students will describe the components of culture.• 2.1.3 - Subcultures - Students will describe the components of culture.		

- 3.1.1. – Primary agents – Students will describe the process of socialization across the life course.
- 3.1.2 – Deviance and conformity – Students will describe the process of socialization across the life course.
- 3.2.1 – I & me – Students will explain the process of the social construction of the self.
- 3.2.2 – Role-taking – Students will explain the process of the social construction of the self.
- 3.2.3 – Generalized other – Students will explain the process of the social construction of the self.
- 3.2.4 – Identity – Students will explain the process of the social construction of the self.
- 3.3.1 – Reference groups – Students will examine the social construction of groups and their impact on the life chances of individuals.
- 3.3.2 – Primary and secondary groups – Students will examine the social construction of groups and their impact on the life chances of individuals.
- 3.3.3 – In-groups and out-groups – Students will examine the social construction of groups and their impact on the life chances of individuals.

Important Standards Addressed in this Unit:

- 8.4.12.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today

National HS Sociology Standards:

- 2.2.4 – American values – Students will analyze how culture influences individuals, including themselves.

Misconceptions:

- Many students are very ethnocentric and believe that their life experience is the way life is and should be. Students are not aware that membership in their religion, social class, communities, gender, race or ethnicity significantly influences how they view themselves and the world.

Concepts/Content:

- August Comte
- Max Weber
- Self-Theory
- Charles Horton Cooley
- George Herbert Mead
- Values
- Value Free

Competencies/Skills:

- Examine the questions that sociologists ask
- Understand the nomenclature that sociologists use in their field of study

Description of Activities:

- Lecture and Discussion
- Create a collage that summarizes their sense of self



<ul style="list-style-type: none"> • Basic Sociology • Applied Sociology • Globalization • Culture • Material Culture • Nonmaterial Culture • Culture Shock • Ethnocentrism • Cultural Relativism • Symbol • Gesture • Language • Norms • Sanction • Folkways • Mores • Taboo • Subculture • Counterculture • Pluralistic Society • Cultural Diffusion 	<ul style="list-style-type: none"> • Analyze the history of Sociology and early theories about the self in relation to society • Synthesize what elements of society influence their life • Define vocabulary words relevant to the field of Sociology • Brainstorm the various groups in high school • Analyze the advantages and disadvantages of belonging to groups • Brainstorm societal groups that influence human behavior 	
<p>Assessments:</p> <ul style="list-style-type: none"> • Quizzes • Project based assessment 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Understanding Sociology can help students see the world outside their own experiences. This could be useful in English classes when students read novels and learn to examine the context of the characters within a world that may be different. 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • District approved supplement resources like: <ul style="list-style-type: none"> ○ Various online sites ○ Henslin, James H. Sociology: A Down-to-Earth Approach. Pearson Education, Inc. 2005 	

- They could also use this knowledge in real life or any class that asks them to examine behavior. For example, in a marketing class, students could examine how buying behavior is influenced by societal expectations and stereotypes.

Subject: Sociology	Grade: 11 & 12	Suggested Timeline: 5 weeks
Unit Title: Social Class		
Unit Overview/Essential Understanding: The majority of Americans identify themselves as members of the Middle Class. There are differences in how people in society live depending on their perceived social class. Membership in these groups influence behaviors, occupational choices, economic stability and self-esteem. This unit will examine perceived and actual differences and also bring awareness to diversity in this world. Essential Questions: <ul style="list-style-type: none"> • How do changes in society and culture affect behavior at the societal level and on an individual level? • How do humans stratify themselves? • How does one's social location change within society? • Why are humans innately drawn to form social groupings at various levels and how do these groupings influence individuals? 		
Unit Objectives: <ul style="list-style-type: none"> • Students will compare and contrast the characteristics of people in upper, middle and lower social classes. • Students will understand how belonging to a social class can influence behavior and societal expectations. • Students will assess the ease of mobility of changing social classes. • Students will also learn the various occupations correlated with social class and the role that wealth, power and prestige play in classification. • Students will learn the potential discrimination correlated with social class. 		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none"> • 8.4.12.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history • 8.4.12.C - Evaluate how continuity and change have impacted the world today. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization National HS Sociology Standards: <ul style="list-style-type: none"> • 2.2.4 - American values - Students will analyze how culture influences individuals, including themselves. • 3.2.1 - I & me - Students will explain the process of the social construction of the self. 		

- 3.2.2 – Role-taking – Students will explain the process of the social construction of the self.
- 3.2.3 – Generalized other – Students will explain the process of the social construction of the self.
- 3.2.4 – Identity – Students will explain the process of the social construction of the self.
- 1.1.4 – Scientific study of society – Students will identify sociology as a scientific field of inquiry.
- 1.3.3 – Observations – Students will evaluate the strengths and weaknesses of the major methods of sociological research.
- 4.1.1 – Privilege – Students will identify common patterns of social inequality.

Important Standards Addressed in this Unit:

National HS Sociology Standards:

- 1.2.2 – Social construction – Students will compare and contrast the sociological perspective and how it differs from other social sciences.
- 1.2.3 – Sociological imagination – Students will compare and contrast the sociological perspective and how it differs from other social sciences.

Misconceptions:

- One common misconception is that if you win the lottery or have a job where you earn a lot of money, you will automatically be a member of the Upper Class. Social class involves more than money and includes elements like power and prestige.
- Another common misconception is that it is easy to change social class. In fact, most people stay in the class that they were born into according to the research.

Concepts/Content:

- Social Class
- Upper Class
- Middle Class
- Lower Class
- Socioeconomic Influence
- Cultural Influences
- Stereotyping
- Prejudice
- Mobility
- Class Consciousness
- Weber vs. Marx

Competencies/Skills:

- Define social class and analyze the role that power, prestige and wealth play in determining class
- Discuss the similarities between social class and cliques in high school
- Analyze the correlations between occupations and social class

Description of Activities:

- Lecture and Discussion
- Social Class Project

<ul style="list-style-type: none"> • Discrimination 	<ul style="list-style-type: none"> • Understand the characteristics of the various social classes in America • Investigate social mobility from one class to another 	
<p>Assessments:</p> <ul style="list-style-type: none"> • Social Class Project • Unit Test 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Understanding Social Class can help students see the world outside their own experiences. When studying any course that deals with people, be it in history, English or a business course, students will understand that differences exist in people. How people view themselves and how they are viewed within their society can influence events and experiences that actually happen, are written about, or are used to market goods and services. 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • District approved supplement resources like: <ul style="list-style-type: none"> ○ Various online sites ○ People Like Us: Social Class in America. Dir. Louis Alvarez. VHS. Center for New American Media, 2001. PBS Video 	



Subject: Sociology	Grade: 11 & 12	Suggested Timeline: 4 weeks
Unit Title: Social Institutions: The Family		
Unit Overview/Essential Understanding: The family is the basic unit of social organization that serves social and economic functions. Because there is diversity in the world today defining the family is not simple. Families have many rituals and traditions. Today, these expectations influence the role that the family plays on individual behavior. Essential Questions: <ul style="list-style-type: none">• How is the role of family changing and remaining the same in the modern society?• How has globalization shifted the ideals and function of education in the U.S.?• How are people’s lives shaped by religious institutions and ideals?		
Unit Objectives: <ul style="list-style-type: none">• Students will compare and contrast the types of families.• Students will examine the functions of the family and how those functions have changed over time.• Students will analyze the major considerations made in choosing a spouse, choosing to have children, raising children and maintaining a successful relationship and a happy family.• Students will also analyze the difficult family aspects such as divorce, abuse, neglect and violence.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.4.12.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history• 8.4.12.C - Evaluate how continuity and change have impacted the world today. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization National HS Sociology Standards: <ul style="list-style-type: none">• 2.1.1 - Nonmaterial culture - Students will describe the components of culture.• 3.1.1. - Primary agents - Students will describe the process of socialization across the life course.		

- 3.3.1 – Reference groups - Students will examine the social construction of groups and their impact on the life chances of individuals.
- 3.3.2 – Primary and secondary groups -Students will examine the social construction of groups and their impact on the life chances of individuals.
- 3.3.3 – In-groups and out-groups - Students will examine the social construction of groups and their impact on the life chances of individuals.

Important Standards Addressed in this Unit:

- 7.3.12.A - Analyze the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities
- 7.4.12.B - Analyze the global effects of human activity on the physical systems

National HS Sociology Standards:

- 1.3.5 – Research ethics - Students will evaluate the strengths and weaknesses of the major methods of sociological research.

Misconceptions:

- A common misconception is that a family can be easily defined. While the traditional nuclear family may be the norm, there are many other kinds of families.
- Another misconception is that the family only serves a social function when in fact it is also an economic unit that plays an important role in society. Because students often want to grow up and be independent from their family, they also do not realize how much their family does and will continue to influence them throughout life.

Concepts/Content:

- Functions of the Family
- Kinds of Families
- Role of Children
- Pros and Cons of Day Care
- Social Class
- Birth Order
- Empty Nest
- Boomerang Children
- Widowhood
- Divorce

Competencies/Skills:

- Examine the functions of the family and how these functions have changed historically
- Compare and contrast the various kinds of families that exist in society today
- Brainstorm essential conditions for marriage and research the elements of planning a wedding

Description of Activities:

- Lecture and Discussion
- Parent Interviews
- Project - Plan Your Wedding; Family Tree



<ul style="list-style-type: none">• Abuse• Happy Families	<ul style="list-style-type: none">• Evaluate the challenges of parenting and factors associated with good parenting• Examine divorce and the dark side of marriage• Identify the factors that lead to a happy marriage	
Assessments: <ul style="list-style-type: none">• Project based assessment• Unit Test		
Interdisciplinary Connections: <ul style="list-style-type: none">• Economics - Students who take child-care and family living in the home economics curriculum with find a connection with this unit. But the real connection is the real-life application of the topics as students look at their own families and begin to plan for their future.	Additional Resources: <ul style="list-style-type: none">• District approved textbook• District approved supplement resources like:<ul style="list-style-type: none">○ Various online sites○ Henslin, James H. Sociology: A Down-to-Earth Approach. Pearson Education, Inc. 2005	



Subject: Sociology	Grade: 11 & 12	Suggested Timeline: 4 weeks
Unit Title: Aging		
Unit Overview/Essential Understanding: In our society, elderly people are often the source of discrimination because of stereotypes and prejudice. In this unit, students will look at the similarities between teenagers and old people. They will examine healthy aging and the economic, physical, and social challenges that people face as they age. They will also analyze the end of life challenges that people face. Essential Questions: <ul style="list-style-type: none">• What inequalities are present in modern American society as people age?• How does the 'graying of America' influence the perception of the age in American society?		
Unit Objectives: <ul style="list-style-type: none">• Students will compare and contrast the issues that teenagers and elderly people have in common.• Students will differentiate between stereotypes and actual characteristics of the elderly.• Students will explore the economic, medical and social challenges of the elderly.• Students will learn from Morrie Schwartz many valuable lessons about living that will help face the prospect of dying.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.4.12.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history• 8.4.12.C - Evaluate how continuity and change have impacted the world today. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization National HS Sociology Standards: <ul style="list-style-type: none">• 2.2.1 - Ethnocentrism - Students will analyze how culture influences individuals, including themselves.• 2.3.2 - Social statuses and roles - Students will evaluate important social institutions and how they respond to social needs.• 2.4.1 - Shifting historical context - Students will assess how social institutions and cultures change and evolve.		



Important Standards Addressed in this Unit:

National HS Sociology Standards:

- 2.2.1 – American Values – Students will analyze how culture influences individuals, including themselves.

Misconceptions:

- A common misconception is that all old people are slow and will get Alzheimer’s. Many people believe that all old people are sick and unable to lead productive lives. In reality, many elderly people live productive lives.
- A second misconception is that teenagers and old people have very different challenges. The truth is that they share many challenges with work, agism, friendships, drug use and social issues.

Concepts/Content:

- Deciding When You Are Old
- Physical Changes
- Cognitive Changes
- Emotional Issues
- Euthanasia

Competencies/Skills:

- Distinguish between the stereotypes of old people and actual characteristics
- Analyze the role that the media plays in representation of the aging population
- Investigate social, physical and cognitive factors that lead to longevity
- Understand the process of living and dying through the eyes of Morrie Schwartz
- Debate the ethical issues of euthanasia

Description of Activities:

- Lecture and Discussion
- Analysis and discussion of Tuesdays With Morrie video
- Analysis and discussion of the Jack Kevorkian video

Assessments:

- Writing Assignment -Tuesdays With Morrie Video Reaction
- Unit Test

Interdisciplinary Connections:

- Health/Wellness - This unit extends to a Psychology unit on Human development as it explores in more detail the role that society plays in successful aging. More importantly, the interdisciplinary connection is to real life. Aging, death and dying are all taboo subjects and often people do not want to talk about this topic. This unit opens the door to conversations and understandings when dealing with elderly relatives, neighbors, and friends.

Additional Resources:

- District approved textbook
- District approved supplement resources like:
 - Various online sites
 - Henslin, James H. Sociology: A Down-to-Earth Approach. Pearson Education, Inc. 2005 Tuesdays with Morrie. Dir. Mick Jackson. DVD. Harpo Films Production, 1999.
 - Calling Dr. Kevorkian: A Date with Dr. Death. VHS. Home Box Office Production, 1997



Subject: Sociology	Grade: 11 & 12	Suggested Timeline: 4 weeks
Unit Title: Diversity		
Unit Overview/Essential Understanding: The goal of this unit is help students to become more sensitive and accepting of people in our society who are different from the norm. Many times, discrimination and prejudice are a result of a lack of understanding or experience with people who are different. This unit focuses on the major challenges that handicapped, LBGQT, Minorities and even women face in society today. Essential Questions: <ul style="list-style-type: none">• What happens when cultures collide?• Why do people live together and form societies?• How do your beliefs, values, and cultural background influence the way you behave?• How can being open to diversity allow us to solve our everyday problems?		
Unit Objectives: <ul style="list-style-type: none">• Students will understand that people with physical and mental handicaps can still be productive members of society.• Students will analyze the role that prejudice and stereotypes play on understanding people who are more diverse and less traditional.• Students will understand the difference between sexuality and gender.• Students will examine the fluidity of gender.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.4.12.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history• 8.4.12.C - Evaluate how continuity and change have impacted the world today. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization National HS Sociology Standards: <ul style="list-style-type: none">• 4.1.1 - Privilege - Students will identify common patterns of social inequality.• 4.1.2 - Power - Students will identify common patterns of social inequality.• 4.1.3 - Racial and ethnic inequality - Students will identify common patterns of social inequality.		

- 4.1.4 – Class inequality – Students will identify common patterns of social inequality.
- 4.1.5 – Gender inequality – Students will identify common patterns of social inequality.
- 4.2.2 – Social problems – Students will analyze the effects of social inequality on groups and individuals.
- 4.3.1 – Distribution of power – Students will explain the relationship between social institutions and inequality.
- 3.2.4 – Identity – Students will explain the process of the social construction of the self.
- 3.3.1 – Reference groups – Students will examine the social construction of groups and their impact on the life chances of individuals.

Important Standards Addressed in this Unit:

- 7.3.12.A – Analyze the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities
- 8.4.12.D – Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today

Misconceptions:

- The goal of most people in the world is to fit in to society’s expectations. The misconception is that being different is not desirable. The truth is that it is the diversity in the world that makes it interesting.
- A second misconception is that gender and sexuality are consistent with assigned biological parts at birth. Being gay is not a choice. Gender is not binary.

Concepts/Content:

- Stereotyping
- Racism
- Discrimination
- Gender Identity
- Handicapped
- Bullying

Competencies/Skills:

- Identify groups that have been discriminated against in society
- Understand the causes for prejudice and discrimination
- Empathize with the need for tolerance and diversity in our society

Description of Activities:

- Lecture and Discussion
- Discussion on Gender Revolution: A Journey with Katie Couric
- Analyze and reflect on Don’t Laugh At Me

Assessments:

- Unit test

Interdisciplinary Connections:

- Social Studies - This unit leads nicely in History of Women which focuses mostly on the obstacles that women have faced historically because of their gender. The most important connection is to real-life. Students will meet a much more diverse population outside of high school. Thinking about how people are more alike than different in this unit will lead to tolerance and acceptance in the world.

Additional Resources:

- District approved textbook
- District approved supplement resources like:
 - Various online sites - nationalgeographic.org and genderbread.org
 - Henslin, James H. Sociology: A Down-to-Earth Approach. Pearson Education, Inc. 2005
 - Don't Laugh at Me by Operation Respect at <http://www.dontlaugh.org/>
 - Changing Sexes (Male-Female & Female-Male). Dir. Nancy Jacobs Miller. VHS. Discovery Health Channel, 2002