

# Fairfield Public Schools Social Studies Curriculum

## Sociology Grades 11-12



**FAIRFIELD  
PUBLIC SCHOOLS**

## Sociology: Description

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. In this semester elective, students will investigate the structure of groups, organizations, and societies, and how people interact within these contexts. Since all human behavior is social, the subject matter of sociology could range from the intimate family to the hostile mob; from organized crime to religious traditions; and from the divisions of race, gender, and social class to the shared beliefs of a common culture. Sociology is a science that uses research methods to investigate the social world. Sociological inquiry must examine what meanings people give to the behaviors, objects, and interactions that are present in each culture and society. It uses the scientific method, is based on critical thinking, and requires students to examine how they are influenced by their social positions. In this way, students learn how to effectively participate in a diverse and multicultural society, and develop a sense of personal and social responsibility.

Objectives and Standards:

**Sociology Understandings:** Shown as content objectives, these goals define what students should know about the discipline of Sociology upon completion of each unit. These understandings are drawn from the *C3 Social Studies for the Next Generation National Framework* (2013) and from the *National Standards for High School Sociology* (2015) developed by the American Sociological Association (ASA). They provide students with the knowledge and skills required of an accurate, comprehensive, and developmentally appropriate introductory Sociology course.

**Critical Thinking / Inquiry Skills:** These standards center on four dimensions driven by the use of questions to spark curiosity, guide instruction, deepen investigation, acquire rigorous content, and enable students to apply knowledge and ideas in real world settings so they can become active and engaged citizens. Drawn from the *Connecticut Social Studies Frameworks* (2015) and the *C3 Social Studies for the Next Generation National Framework* (2013), these standards enable students to evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives.

# Sociology: Overview

## Central Understandings

- Understand the sociological perspective and interpret how it differs from other social sciences.
- Identify and analyze how social context influences individuals and how individuals influence society.
- Identify, utilize, and evaluate the four main methods of sociological research: surveys, experiments, observations, and content analysis.
- Identify, analyze, and evaluate the major components of culture and cite examples of how culture influences the individuals in it.
- Identify and analyze important social institutions in society, and the role of these institutions.
- Analyze how social structures and cultures change and persist over time.
- Analyze the influences of the primary agents of socialization and why they are influential.
- Identify characteristics of social groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.
- Interpret the effects of inequality on groups and individuals and analyze why the distribution of power and inequalities can result in conflict.
- Analyze and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry.
- Analyze and evaluate sources and interpretations (e.g. credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation).
- Utilize research strategies, methods, and sources to obtain, organize, and interpret data.
- Compose arguments / positions, and participate in debates on different interpretations of the same events or concepts; synthesize primary and secondary sources to justify a claim.
- Develop open-ended questions that can be addressed through research and interpretation.

## Course Compelling Questions

- How are social structures, social institutions, and cultures created and maintained over time?
- How are individuals impacted by social change (the transformation of culture, social institutions, and society) over time?
- What are the primary influences of individual and group identity?
- What are the primary causes and effects of inequality on groups and individuals?

# Sociology: Year-at-a Glance

Unit	Title	Unit Compelling Questions
1	The Sociological Perspective and Research Methods	<ul style="list-style-type: none"> <li>• What is sociology and how is it different from other social sciences?</li> <li>• What are the fundamental structures, institutions, and values that make up society?</li> <li>• What impact does society and culture have in creating change and progress?</li> <li>• What are the fundamental sociological theories and how do they impact our view of society?</li> <li>• How do different methods of inquiry evaluate, validate, and predict present and future social change?</li> </ul>
2	Culture and Socialization	<ul style="list-style-type: none"> <li>• What is culture and how is it passed on from one generation to the next?</li> <li>• What is “normal”?</li> <li>• How do subcultures and countercultures develop within a society?</li> <li>• Is there a “global culture”?</li> <li>• How do sociologists analyze the contents, contexts, and processes of socialization?</li> <li>• How is culture re-socialized and de-socialized?</li> </ul>
3	Social Organization and Social Institutions	<ul style="list-style-type: none"> <li>• How do societies organize themselves to accomplish common needs?</li> <li>• What advantages, and possible disadvantages, are available through formal and informal social networks?</li> <li>• How do major social institutions develop and how are they maintained over time?</li> <li>• How can social inequalities and social control become “institutionalized”?</li> </ul>
4	Social Inequalities	<ul style="list-style-type: none"> <li>• What are the factors that determine inequality within a society and how is inequality reinforced maintained?</li> <li>• What factors maintain, enhance, or inhibit change over time within the ranking systems of society?</li> <li>• What is the difference between equality and equity?</li> </ul>
5	Deviance and Conformity	<ul style="list-style-type: none"> <li>• Who determines the definition of “deviant behavior”?</li> <li>• What are the impacts of being labeled as deviant or conformist?</li> <li>• How are different groups (race and ethnicity, religious, class, gender, age) impacted by labels of deviance?</li> <li>• What is the relationship between deviance, social control, and the criminal justice system?</li> </ul>
6	Social Change	<ul style="list-style-type: none"> <li>• What processes contribute to widespread social change and how do those forces impact societies at all levels?</li> <li>• What factors impact how a society will be affected by the forces of social change?</li> <li>• How do sociologists study and analyze social change on large and small scale?</li> </ul>

## Monitoring Student Progress

Students' progress in relation to the content and skill standards will be measured with teacher-generated, as well as district-wide, formative and summative assessments in the following areas:

1. Determine the central ideas or information of sociological content; provide an accurate summary that makes clear the relationships among the key details and ideas (INQ DIM 1-3; CCSS.ELA-LITERACY.RH11-12.2).
2. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the content as a whole (INQ DIM 1-4; CCSS.ELA-LITERACY.RH11-12.1).
3. Evaluate differing points of view on the same sociological concept or issue by assessing various claims, reasoning, and evidence (INQ DIM 1-3; CCSS.ELA-LITERACY.RH11-12.6).
4. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem (INQ DIM 3-4; CCSS.ELA-LITERACY.RH11-12.7)
5. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of a concept or issue, noting discrepancies among sources (INQ DIM 3-4; CCSS.ELA-LITERACY.RH11-12.9).
6. Produce arguments (written or presented) focused on discipline-specific content (INQ DIM 3-4; CCSS.ELA-LITERACY.WHST.11-12.1).
7. Produce informative / explanatory interpretations (written or presented) focused on discipline-specific content (INQ DIM 3-4; CCSS.ELA-LITERACY.WHST.11-12.2).
8. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (INQ DIM 1-4; CCSS.ELA-LITERACY.WHST.11-12.7).
9. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source; integrate information into the text selectively; avoid plagiarism and overreliance on any one source and follow a standard format for citation (INQ DIM 1-4; CSS.ELA-LITERACY.WHST.11-12.8).

# The Sociological Perspective and Research Methods

## Overview

This unit introduces students to the discipline of sociology, focusing on its history, the questions and scientific methods that characterize it as a field, and what distinguishes it from other social science disciplines. Included in this introduction is the ongoing evolution of sociology as a discipline that is both basic science and applied science. Important in this perspective are the elements of sociological practice; possible careers in sociology at all levels of academic preparation, the central concepts of social interaction and relationships, social structure, and social change; and the significance of diversity and human variation (such as race, gender, age, and social and economic class).

Students will connect the use and construction of theory with the application of diverse research methods to answer sociological questions. Sometimes the endeavor is exploratory; sometimes it is to test a specific theoretical proposition; however it is always systematic. Coverage includes qualitative and quantitative research, basic and applied research contexts as well as an overview of different methodologies, including survey research, interviewing, participant observation, content analysis, historical and comparative research.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Demonstrate an understanding of the empirical basis of sociology and the ways in which it is different from other social sciences
- Understand and apply the central sociological concepts of social interaction, social structure, and social change.
- Demonstrate an understanding of the emergence of sociology as a discipline, including the influence of the Enlightenment, Classical sociological theory, as well as the emergence of American sociology.
- Understand and apply fundamental sociological theories (e.g. functionalism, conflict theory, symbolic interaction, exchange-rational choice, and feminist theory).
- Understand and apply the fundamentals of the research process (e.g. scientific method, stages of research, qualitative vs. quantitative research, and inductive vs. deductive reasoning).
- Demonstrate an understanding of the fundamental sociological methods of inquiry (e.g. survey, interviews, observation, content analysis, and comparative and historical analysis) and the importance of ethics in sociological research.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What is sociology and how is it different from other social sciences?
- What are the fundamental structures, institutions, and values that make up society?
- What impact does society and culture have in creating change and progress?
- What are the fundamental sociological theories and how do they impact our view of society?
- How do different methods of inquiry evaluate, validate, and predict present and future social change?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in high school Sociology will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

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### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in high school Sociology will individually and with others:

**SOC 9-12.1** Explain the sociological perspective and how it differs from other social sciences.

**SOC 9-12.2** Define social context in terms of the external forces that shape human behavior.

**SOC 9-12.3** Identify how social context influences individuals.

**SOC 9-12.4** Illustrate how sociological analysis can provide useful data-based information for decision making.

**SOC 9-12.5** Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.

**SOC 9-12.6** Identify the major components of culture.

**SOC 9-12.7** Cite examples of how culture influences the individuals in it.

**SOC 9-12.8** Identify important social institutions in society.

**SOC9-12.9** Explain the role of social institutions in society.

**SOC 9-12.10** Analyze how social structures and cultures change.

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### **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in high school Sociology will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

#### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in high school Sociology will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***



# Culture and Socialization

## Overview

This unit introduces students to the key concepts of culture and socialization. A purely human creation, culture could be defined as the shared belief systems, rituals, and behaviors of a group of human beings, from small cliques to large-scale national societies that are passed on from one generation to another. Students will investigate the elements of culture in all types of groups, from small cliques to national societies. Some of these elements are so deeply institutionalized that they shape the very ways in which people think (e.g. mental models, categorical schemes). Other elements of culture – especially norms, values, or moral tenets – can be more readily articulated and serve to evaluate oneself and others. Still, other aspects of culture, like rituals and language, are performative, embedding meaning in human action. Socialization is the lifelong process of learning to become a member of the groups and society in which one lives, and is one way that societies continue through time.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Demonstrate an understanding of how sociologists define and study culture in various types of groups and societies.
- Understand and apply the concepts of ethnocentrism, subcultures, countercultures, and global culture.
- Understand and apply the concepts of norms, values, schemas, and the distinction between “high culture” and everyday life.
- Identify and evaluate norms and values when they are observed in daily life or in the media.
- Understand and evaluate the primary agents of socialization, why they are influential, and the various theories about the socialization process.
- Demonstrate an understanding of the social construction of self, and the concepts of resocialization and desocialization.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What is culture and how is it passed on from one generation to the next?
- What is “normal”?
- How do subcultures and countercultures develop within a society?
- Is there a “global culture”?
- How do sociologists analyze the contents, contexts, and processes of socialization?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in high school Sociology will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in high school Sociology will individually and with others:

**SOC 9-12.2** Define social context in terms of the external forces that shape human behavior.

**SOC 9-12.3** Identify how social context influences individuals.

**SOC 9-12.4** Illustrate how sociological analysis can provide useful data-based information for decision making.

**SOC 9-12.6** Identify the major components of culture.

**SOC 9-12.7** Cite examples of how culture influences the individuals in it.

**SOC 9-12.8** Identify important social institutions in society.

**SOC 9-12.9** Explain the role of social institutions in society.

**SOC 9-12.10** Analyze how social structures and cultures change.

**SOC 9-12.11** Analyze the influence of the primary agents of socialization and why they are influential.

**SOC 9-12.12** Explain the social construction of self and groups.

**SOC 9-12.13** Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.

**SOC 9-12.14** Explain how in-group and out-group membership influences the life chances of individuals and shapes societal norms and values.

### **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in high school Sociology will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

#### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in high school Sociology will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# Social Organizations and Social Institutions

## Overview

Human societies routinely accomplish what are remarkable feats of coordination - providing food and shelter, waging war, producing rituals and spiritual meanings, fostering technological innovation, and governing – all of which require the participation of many people in a complex set of interactions. In this unit, students will study social organization which provides the tools for understanding the range of forms and processes that enable people to accomplish such routine social miracles on a daily basis. The concepts that are explored in this unit range from basic ideas such as statuses and roles which constitute the basic building blocks of larger collectivities, to much more complex concepts such as formal and informal social networks, politics, economic markets, and social capital. This unit also provides for an exploration of the social structures of major social institutions, including the family, education, religion, the economy, government, and health care. Students will gain an understanding of what sociologists mean by social institutions, will understand examples of major social institutions in Western societies, and will analyze how social institutions develop and are maintained.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Understand and interpret the concepts of social structure, including statuses (positions), roles (expectations attached to positions), institutions, and social networks.
- Analyze how societies of different sizes organized themselves to accomplish some common needs, such as raising and educating the young; regulating social behavior; delegating power and authority; producing and exchanging food, shelter, and goods; and dealing with emergencies and uncertainty.
- Identify and analyze the importance of informal and formal social networks and how they operate in various types of societies.
- Demonstrate an understanding of social institutions as a set of patterned and enduring strategies for dealing with social needs.
- Identify and analyze the statuses, roles, and norms of institutions.
- Understand that social inequalities and social control may become embedded in social institutions.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How do societies organize themselves to accomplish common needs?
- What advantages, and possible disadvantages, are available through formal and informal social networks?
- How do major social institutions develop and how are they maintained over time?
- How can social inequalities and social control become “institutionalized”?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in high school Sociology will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in high school Sociology will individually and with others:

**SOC 9-12.2** Define social context in terms of the external forces that shape human behavior.

**SOC 9-12.3** Identify how social context influences individuals.

**SOC 9-12.4** Illustrate how sociological analysis can provide useful data-based information for decision making.

**SOC 9-12.5** Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.

**SOC 9-12.6** Identify the major components of culture.

**SOC 9-12.7** Cite examples of how culture influences the individuals in it.

**SOC 9-12.8** Identify important social institutions in society.

**SOC 9-12.9** Explain the role of social institutions in society.

**SOC 9-12.10** Analyze how social structures and cultures change.

**SOC 9-12.11** Analyze the influence of the primary agents of socialization and why they are influential.

**SOC 9-12.12** Explain the social construction of self and groups.

**SOC 9-12.13** Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.

**SOC 9-12.14** Explain how in-group and out-group membership influences the life chances of individuals and shapes societal norms and values.

**SOC 9-12.15** Identify common patterns of social inequality.

### **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in high school Sociology will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Lit.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in high school Sociology will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# Social Inequalities

## Overview

This unit explores how rewards and opportunities are differentially distributed to individuals and groups. Students will investigate the various sources of inequality and the patterns that exist in modern societies. Students will examine how sociologists define and measure social class, race and ethnicity, gender, and age. Importantly, students will gain an understanding of how these variables affect one's access to different resources and opportunities, which are connected to larger patterns of power and privilege. Key aspects of this unit include how patterns of inequality are maintained and challenged, how different dimensions of inequality can reinforce one another, and how race, class, gender, and age intersect in the structure of a given society.

## Unit Content Objectives

### Unit Content Objectives:

At the conclusion of this unit, students will be able to:

- Understand that societies differ based on the degree of inequality they exhibit and that different dimensions of inequality intersect and reinforce one another.
- Identify and analyze individual-level and social structural explanations for social inequality and the ways in which sociologists explain social stratification.
- Understand the concept of ranking systems in which categories of people are socially evaluated as higher as or lower than other categories.
- Understand how ranking systems are structural features of society, are related to the distribution of power and resources, and have important consequences for individuals' opportunities, experiences, and life outcomes.
- Analyze the ways in which sociologists study how groups maintain or change their positions within systems of stratification, how systems vary across societies, change over time, and process and amounts of individual mobility vary in various societies.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What are the factors that determine inequality within a society and how is inequality reinforced maintained?
- What factors maintain, enhance, or inhibit change over time within the ranking systems of society?
- What is the difference between equality and equity?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in high school Sociology will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in high school Sociology will individually and with others:

**SOC 9-12.2** Define social context in terms of the external forces that shape human behavior.

**SOC 9-12.3** Identify how social context influences individuals.

**SOC 9-12.4** Illustrate how sociological analysis can provide useful data-based information for decision making.

**SOC 9-12.7** Cite examples of how culture influences the individuals in it.

**SOC 9-12.8** Identify important social institutions in society.

**SOC 9-12.9** Explain the role of social institutions in society.

**SOC 9-12.10** Analyze how social structures and cultures change.

**SOC 9-1.112** Analyze the influence of the primary agents of socialization and why they are influential.

**SOC 9-12.12** Explain the social construction of self and groups.

**SOC 9-12.13** Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.

**SOC 9-12.14** Explain how in-group and out-group membership influences the life chances of individuals and shapes societal norms and values.

**SOC 9-12.15** Identify common patterns of social inequality.

**SOC 9-12.16** Interpret the effects of inequality on groups and individuals.

**SOC 9-12.17** Analyze why the distribution of power and inequalities can result in conflict.

**SOC 9-12.18** Propose and evaluate alternative responses to inequality



### **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in high school Sociology will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Lit.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in high school Sociology will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# Deviance and Conformity

## Overview

Deviant behavior is defined as behavior that elicits a strong negative reaction from others. As a result of this unit, students will understand the socially constructed nature of deviance as evidenced by how the definition of the same act as deviant or not varies by time and place. Thus, they will understand that one of the central sociological questions about deviance is whose definitions of deviance prevails, an understanding that links deviance to power in society. Students will explore the social backdrops of deviance and will be able to describe the relationship between deviance, social control, and the criminal justice system. Students will discover that different categories of people experience deviance, social control, and the criminal justice system differently, and they will understand the social processes by which individuals are labeled as deviant or conforming.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Demonstrate an understanding of the concepts of deviance and conformity, illustrating that these concepts are socially constructed.
- Analyze the behavior of deviance, as well as the reaction that deviant behavior elicits from others.
- Understand and explain how the definition of deviance that prevails in a society is linked to culture and who has power in society.
- Analyze the relationship between deviance, social control, and the criminal justice system.
- Understand and analyze the social processes by which individuals are labeled deviant or conforming, including stigmatization and positive and negative sanctions.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- Who determines the definition of “deviant behavior”?
- What are the impacts of being labeled as deviant or conformist?
- How are different groups (race and ethnicity, religious, class, gender, age) impacted by labels of deviance?
- What is the relationship between deviance, social control, and the criminal justice system?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in high school Sociology will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

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## **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in high school Sociology will individually and with others:

**SOC 9-12.2** Define social context in terms of the external forces that shape human behavior.

**SOC 9-12.3** Identify how social context influences individuals.

**SOC 9-12.4** Illustrate how sociological analysis can provide useful data-based information for decision making.

**SOC 9-12.5** Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.

**SOC 9-12.7** Cite examples of how culture influences the individuals in it.

**SOC 9-12.9** Explain the role of social institutions in society.

**SOC 9-12.10** Analyze how social structures and cultures change.

**SOC 9-12.11** Analyze the influence of the primary agents of socialization and why they are influential.

**SOC 9-12.12** Explain the social construction of self and groups.

**SOC 9-12.13** Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.

**SOC 9-12.14** Explain how in-group and out-group membership influences the life chances of individuals and shapes societal norms and values.

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## **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in high school Sociology will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the

strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

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#### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in high school Sociology will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

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**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

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**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# Social Change and Population

## Overview

This unit explores various processes that lead to or constitute social change. The concepts of urbanization, globalization, social movements, population shifts, and diffusion are some of the particular forces which could lead to widespread change in societies. These changes manifest themselves in both small group settings as well as on a more global scale. Students will explore concepts such as these, as well as investigate particular case studies in-depth.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Identify and understand the processes thought to contribute to widespread social changes including demography, technology, urbanization, globalization, social movements, and diffusion.
- Identify and analyze various theories of social change, such as world systems theory, dependency theory, and evolutionary theory.
- Understand that potential sources of social change are not fully determinative and do not always result in the same changes as they interact with other social factors in complex ways.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What processes contribute to widespread social change and how do those forces impact societies at all levels?
- What factors impact how a society will be affected by the forces of social change?
- How do sociologists study and analyze social change on large and small scale?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

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