

High School: Sociology

New Hampton Community School District

Social Studies Standards and Benchmarks

Elective Course for Juniors and Seniors

SS.HSSoc.1: Sociological Perspectives: The student will understand the study of sociology as the study of society.

SS.HSSoc. 1A – I Benchmarks:

The student will be able to:

1. Define sociology.
2. Explain why sociology is a social science.
3. Explain and illustrate the “sociological imagination” as introduced by C. Wright

Mills.

1. Recognize how sociology’s focus differs from and is similar to the focus of each of the other social sciences.

1. Differentiate micro and macro approaches to the study of society.
2. Define “theory” and explain its role in science.
3. Explain the basic principles of the functional perspective (i.e. ideas and perspectives of Auguste Comte and Emile Durkheim).

1. Explain the basic principles of the conflict perspective (i.e. ideas and perspectives of Karl Marx, Max Weber, and W.E.B. DuBois).

1. Explain the basic principles of the symbolic interaction perspective (i.e. Perspectives of Charles Cooley and George Herbert Mead).

Assessed by: Tests, Individual/Group Projects, Daily Work, Participation in Class Discussions, Teacher Observation/Student Performance

SS.HSSoc.2: Culture: The student will be enabled to examine the impact of culture and cultural diversity. (MCGF) (GE)

SS.HSSoc. 2A – N Benchmarks:

The student will be able to:

1. Define culture and explain some of the universal functions of culture.
 2. Differentiate between material and non-material culture.
 3. Recognize how sociologists distinguish between the terms “culture” and “society”.
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1. Give examples of ideal culture and real culture.
 2. Explain and illustrate the role language plays in creating and perpetuating culture (Sapir-Whorf hypothesis).
 3. Identify the characteristics and functions of symbols in society.
 4. Explain ways in which cultures are unified.
 5. Explain the factors which lead to increased cultural diversity or multiculturalism in American society and describe costs and benefits of this diversity.
 6. Define and illustrate ethnocentrism.
 7. Differentiate and recognize examples of “subculture,” “microculture,” and “counterculture.”
 8. Define values and norms and explain the relationships between them.
 9. Contrast and illustrate concepts of folkway, more and law.
 10. Recognize the difference between conflict, functional, and symbolic interaction approaches to the study of culture.
 11. Identify three effects of globalization on national or local cultures.

Assessed by: Tests, Individual/Group Projects, Daily Work, Participation in Class Discussions, Teacher Observation/Student Performance

SS.HSSoc.3: Socialization: The student will be enabled to understand how institutions are formed, maintained, or changed and how they influence individuals, cultures, and societies. (GE) (ES) (NCDG) (MCGF)

SS.HSSoc. 3A – I Benchmarks:

The student will be able to:

1. Evaluate the influences of heredity and environment on the development of personality.

1. Define and illustrate socialization, resocialization, and anticipatory socialization.
2. Define and provide an example of a total institution.
3. Describe how our sense of self emerges.
4. Describe the importance and function of role-taking in the development of

“self.”

1. Describe the various stages of cognitive and moral development.
2. Identify the most important agents of socialization in the United States.
3. Explain the difference between conflict, functional, and symbolic interaction approaches to socialization.

1. Explain how the socialization process changes throughout the life course.

Assessed by: Tests, Individual/Group Projects, Daily Work, Participation in Class Discussions, Teacher Observation/Student Performance

SS.HSSoc.4: Self and Social Interaction: The student will be enabled to use knowledge of individual development and identity to gain insight into personal behavior.

SS.HSSoc. 4A – K Benchmarks:

The student will be able to:

1. Identify in writing the lessons from isolation studies for development of the self.
2. Explain the key points of the nature-nurture debate.
3. Describe Charles Cooley’s “looking glass self “ process.
4. Discuss George H. Mead’s development of the self, including the “I,” “me,” and

“taking the role of the other.”

1. Compare the importance of the significant other and the generalized other.
2. List the developmental stages of the self as laid out by George Herbert Mead.
3. Illustrate the meaning of status and role, and show how they are related.
4. Describe the importance of verbal and nonverbal language in social interaction.
5. Explain Erving Goffman’s ideas of “presentation self.”
6. Analyze the importance of the symbolic interaction theory in understanding the

development of self.

1. Describe how emotions are socially constructed—shaped by social norms and interactions.

Assessed by: Tests, Individual/Group Projects, Daily Work, Participation in Class Discussions, Teacher Observation/Student Performance

SS.HSSoc.5: Deviance, Crime, and Social Control: The student will be enabled to apply the ideals, principles and practices of citizenship in a democratic republic through the development of civic attitudes and values. (ES) (NCDG)

SS.HSSoc.5A – L Benchmarks:

The student will be able to:

1. Define social control and distinguish between formal and informal methods of social control.

1. Differentiate between deviance and crime.
2. Give examples that demonstrate that deviance is universal to all groups and individuals.

1. Give examples that demonstrate how the definition of deviance is relative to time, place, situation and social status, that is, how social deviance is socially constructed.

1. Give examples that demonstrate how deviance can be both functional and dysfunctional.

1. Differentiate between individual (biological, psychological) explanations of deviance and structural, sociological theories of crime and deviance.

1. Summarize the sociological theories of crime and deviance.
2. State the various types of crime and assess their effects on society.
3. Interpret differences in crime and arrest rates by social categories of people (ethnicity, gender, socioeconomic status, age, etc.).

1. Compare crime rates in terms of race, class and gender differences.
2. Explain the effects of the value conflict that exists between the individual desire for freedom and the group need for social order and social control.

1. Assess the effects of various policies and laws relating to social control, such as the question of the deterrent effect of capital punishment.

Assessed by: Tests, Individual/Group Projects, Daily Work, Participation in Class Discussions, Teacher Observation/Student Performance

SS.HSSoc.6: Social Institutions: The student will be enabled to understand how institutions are formed, maintained, or changed and how they influence individuals, cultures, and societies. (GE) (ES) (NCDG) (MCGF)

SS.HSSoc.6A – J Benchmarks:

The student will be able to:

1. Define social institutions and identify the primary institutions in a society.
2. Identify secondary institutions which are significant in the functioning of

complex industrial and postindustrial societies (science, medicine, sport, etc.)

1. Identify which basic societal needs are satisfied by the family institution.
2. Analyze ways in which family life can be disrupted.
3. Identify the major changes that have taken place in the American family in this

century.

1. Explain how preindustrial and industrial societies view the individual and groups.
2. Analyze the functions of at least one major institution other than the family.
3. Explain the relationship of institutions to stability, to explicate the change-

resistant characteristics of institutions.

1. Delineate the relationship of at least one institution to reproduction of social inequality (racial, sexual, or socioeconomic).

1. compare and contrast the functionalism perspective and conflict perspective on institutions.

Assessed by: Tests, Individual/Group Projects, Daily Work, Participation in Class Discussions, Teacher Observation/Student Performance

SS.HSSoc.7: Racial and Ethnic Relations: The student will be enabled to examine the impact of racial and ethnic relations. (MCGF) (GE)

SS.HSSoc.7A – M Benchmarks:

The student will be able to:

1. Define “race” and “ethnic group.”
2. Explain the social construction of race, including global and historical variations

in conceptualizations of the notion of “race.”

1. Distinguish between prejudice and discrimination and provide an example of symbolic racism.
 1. Distinguish between racism and ethnocentrism.
 2. Identify the defining characteristics of a minority group.
 3. Explain the consequences of xenophobia and other forms of social distancing.
 4. Explain the difference between assimilation and multiculturalism.
 5. Explain the sources of prejudice and discrimination, and especially the resource-conflict theory.
 1. Describe the five most common patterns of minority group treatment by majority groups (assimilation, pluralism, subjugation, population transfer, genocide).
 1. Explain how institutional racism works in American society.
 2. Explain the difference between conflict and functional approaches to racial and ethnic inequality.
 1. Compare and contrast the experiences of at least two ethnic groups in American

society.

1. evaluate the impact of various social policies designed to redress institutional discrimination.

Assessed by: Tests, Individual/Group Projects, Daily Work, Participation in Class Discussions, Teacher Observation/Student Performance

SS.HSSoc.8: Gender and Age Inequality: The student will be enabled to examine the impact of gender and age inequality. (MCGF) (GE)

SS.HSSoc. 8A – N Benchmarks:

1. Differentiate between sex and gender as social constructs.
2. Compare and contrast gender identity and gender roles.
3. Define gender-role socialization and illustrate the ways in which family, media, schools contribute to it.
 1. Explain the relationships among the following concepts: pink-collar jobs, glass ceiling, and feminization of poverty.
 1. Identify the major effects of traditional gender-role socialization on the health of men and women.
 1. Evaluate gender inequality from the structural functional, conflict, and interactionist perspectives.
 1. Explain and evaluate political programs that reduce gender inequality.
 2. List three major changes in the age distribution of the U.S. population during the twentieth century.

1. Recognize the difference between biological and sociological approaches to the study of aging.

1. Define and illustrate the life course perspective.

2. Explain adolescence as a socially constructed stage in the life course within industrial and postindustrial societies.

1. Explain what is meant by the expression “graying of America” and identify the major social changes caused by this trend.

1. Describe and evaluate disengagement theory and activity theory.

2. Compare and contrast the structural functional, conflict, and interactionist perspectives on aging.

Assessed by: Tests, Individual/Group Projects, Daily Work, Participation in Class Discussions, Teacher Observation/Student Performance

SS.HSSoc. 9: Civic Ideas and Practices: The student will be enabled to apply the ideals, principles and practices of citizenship in a democratic republic through the development of civic attitudes and values. (ES) (NCDG)

SS.HSSoc. 9A – F Benchmarks:

1. Explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.

1. Identify, analyze, interpret, and evaluate sources and examples of citizen’s rights and responsibilities.

1. Participate in activities to strengthen the common good based upon careful evaluation of possible for citizen action.

1. Give relevant and sensitive feedback to presentations of others.
2. Understand that the learning process extends beyond the school environment.
3. Evaluate the feasibility of various solutions to problems.

Assessed by: Tests, Individual/Group Projects, Daily Work, Participation in Class Discussions, Teacher Observation/Student Performance

SS.HSSoc.10: Habits of the Mind: The student will be enabled to develop and apply the skills of critical thinking, creative thinking, self-regulation to enhance the studies of sociology. (HOTS) (ES) (GE)

SS.HSSoc. 10A – I Benchmarks:

1. Engage in creative thinking to solve problems, including engaging intensely in tasks even when answers or solutions are not immediately apparent, pushing the limits of his/her knowledge and abilities, generating, trusting, and maintaining his/her own standards of evaluation, and generating new ways of viewing a situation outside the boundaries of standard conventions.

1. Utilize self-regulation techniques in their daily lives, including being aware of his/her own thinking, planning, being aware of necessary resources, being sensitive to feedback, evaluating the effectiveness of his/her actions.

1. Utilize critical thinking in daily tasks, including being accurate and seeking accuracy being clear and seeking clarity, being open-minded, restraining

impulsivity, taking a position when the situation warrants it, and being sensitive to other's feelings and level of knowledge.

1. Use a planner to develop and improve organizational skills.
2. Apply problem-solving and decision-making to real-life social situations.
3. Identify alternatives in given decision making situations.
4. Demonstrate transferable skills that can apply to a variety of occupations and

changing occupational requirements.

1. Know work ethics and behaviors that are essential for success.
2. Know criteria to evaluate own decision making and problem solving processes.

Assessed by: Tests, Individual/Group Projects, Daily Work, Participation in Class Discussions, Teacher Observation/Student Performance

Benchmark Identification:

CS- Communication Skills Benchmark

LS- Learning Skills Benchmark

CE- Career Education Benchmark

MCGF- Multicultural Gender Fair Benchmark

HOTS- Higher Order Thinking Skills Benchmark

GE- Global Education Benchmark

TECH- Technology Benchmark

ES- Employability Skills Benchmark

NCDG- National Career Development Guidelines Benchmark

Materials and Resources

Textbook: Sociology and You

Glencoe, McGraw-Hill

Textbook Supplementary Materials

Periodicals: Des Moines Register, Waterloo Courier

Internet Websites

Sociology Outline

I. Sociological Perspectives

An Invitation to Sociology

1. The Sociological Perspective
2. Origins of Sociology
3. Theoretical Perspectives

II. Culture and Social Structures

Culture

1. The Basis of Culture
2. Language and Culture
3. Norms and Values
4. Beliefs and Material Culture
5. Cultural Diversity and Similarity

III. Culture and Social Structures

Socialization

1. The Importance of Socialization
2. Socialization and the Self
3. Agents of Socialization
4. Processes of Socialization

IV. Deviance and Social Control

1. Deviance and Social Control
2. Functionalism and Deviance
3. Conflict Theory and Deviance
4. Crime and Punishment

V. Inequalities of Race and Ethnicity

1. Minority, Race and Ethnicity
2. Racial and Ethnic Relations
3. Theories of Prejudice and Discrimination
4. Minority Groups in the United States

VI. Social Institutions

The Family

1. Family and Marriage Across Cultures
2. Theoretical Perspectives and the Family
3. Family and Marriage in the United States

4. Changes in Marriage and Family

VII. Social Institutions

Education

1. Development and Structure of Education
2. Functionalist Perspective
3. Conflict Perspective
4. Symbolic Interactionism

VIII. Social Institutions

Political and Economic Institutions

1. Power and Authority
2. Political Power in American Society
3. Economic Systems
4. The Modern Corporation
5. Work in the Modern Economy

IX. Social Institutions

Religion

Religion and Sociology

Theoretical Perspectives

Religious Organizations

Religions in the United States