

Grades 9 -12 Sociology: Quarter 2 Curriculum Map Scope and Sequence

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 1 The Process of Socialization	3 weeks	Holt McDougal <i>Sociology</i> <i>The Study of Human Relationships</i>	The student will analyze the process of socialization.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening	S.20, S.21, S.22, S.23, S.24, S.25
Q2, Unit 2 Deviance	2 weeks	Holt McDougal <i>Sociology</i> <i>The Study of Human Relationships</i>	The student will analyze deviance as a social construct relative to time, place, and social circumstances.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening	S.26, S.27, S.28, S.29, S.30
Q2, Unit 3 Functions and Structures of Social Institutions	3 weeks	Holt McDougal <i>Sociology</i> <i>The Study of Human Relationships</i>	The student will analyze the functions and structures of social institutions.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening	S.31, S.32, S.33, S.34
Q2, Unit 4 Major Problems and How Society Changes	1 week	Holt McDougal <i>Sociology</i> <i>The Study of Human Relationships</i>	The student will analyze major social problems, the changes that occur in a society, and their impact.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening	S.35, S.36, S.37, S.38, S.39, S.40

Grades 9-12 Sociology: Quarter 2 Map Instructional Framework

Planning with the Map

The curriculum map outlines the content and pacing for each grade and subject. For grades 6-8, Social Studies teachers must carefully balance attention between frequently detailed content standards while supporting inquiry, collaboration and high-impact writing.

To support this work, each unit contains a daily lesson framework and a sample daily lesson as guidance. However, please bear in mind that the map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map allows for flexibility and encourages each teacher and teacher team to make thoughtful adjustments, our expectations for student learning are non-negotiable. We must ensure all our children have access to rigorous content and effective teaching practices.

Weekly Guidance

To help promote “backward design” in planning, each map begins with recommended essential texts for each week, along with some critical text dependent questions and a set of weekly assessments in the form of standards-aligned writing prompts.

In order to assist students with the organization of content, and to aid teachers in assessing this writing, these prompts often include explicit organizational language or recommendations for constructing paragraphs. In each case, care has been taken to ensure that students must produce the appropriate social studies content, while still producing grade appropriate written work.

Because of this, these writing prompts will be content oriented, frequently relying on student knowledge for evidence and examples instead of discrete texts. **However, practice with text dependent questions and text analysis should be part the daily routine of every class period.** Moreover, while teachers are encouraged to supplement these writing tasks with level appropriate multiple choice and short answer assessments as necessary to demonstrate content knowledge as well, writing should be the largest part of any social studies assessment.

Vocabulary Instruction

Strategies for building vocabulary may be found in Social Studies Appendix A. The tools in Appendix A are cross-disciplinary protocols directly from the new Expeditionary Learning curriculum. Students and teachers both will be able to use these increasingly familiar strategies as a common instructional language for approaching new and difficult academic and content area vocabulary. Teachers are encouraged to become familiar with all of these strategies to understand which ones best meet their instructional needs:

Contextual Redefinition...	Appendix A, p.58
Frayer Model.....	Appendix A, p.59
List/Group/Label.....	Appendix A, p.60
Semantic Webbing.....	Appendix A, p.61
SVES (Elaboration).....	Appendix A, p.62
Vocabulary Squares.....	Appendix A, p.63
Word Sorts.....	Appendix A, p.58

Daily Strategies

The daily strategies provided in this map are taken from SCS Social Studies Curriculum Appendix B, the Facing History and Ourselves teaching strategy guide. These are high-yield classroom strategies to foster collaboration, careful reading and robust writing. Anchor topics are provided below as a starting point for the protocol, but the strategies can be used with any of the texts provided in the Anchor Text or supplemental texts. Teachers are encouraged to learn these protocols and use them with flexibility to plan strong, adaptable lessons. Separate protocols are called out specifically for use in analyzing texts through the course of the class. These include the following:

- 3,2,1p. 4
- Chunking.....p. 47
- Document Analysis Templatesp. 61
- Evaluating Arguments in a Resource Book p. 63
- Evidence Logsp. 66
- Read Aloudp. 130
- Reader's Theaterp. 132
- Save the Last Word for Mep. 136
- Text to Text, Text to Self, Text to Worldp. 148
- Two Column Note Takingp. 157
- Word Wallp. 165

Grades 9 -12 Sociology: Quarter 2, Unit 1

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 1 The Process of Socialization	3 weeks	Holt McDougal <i>Sociology</i> <i>The Study of Human Relationships</i>	The student will analyze the process of socialization.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening	S.20, S.21, S.22, S.23, S.24, S.25

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Holt McDougal <i>Sociology</i> <i>The Study of Human Relationships</i>				
Standards	S.21	S.21, S22	S.21, S.22	S.21, S.22	S21, S.22
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Sociology Up Close: Personality p.90 Written Reflection	Vocabulary Cards.	Describe your personality.	Review: Answer the EQ from day 2 & 3.	Review for weekly assessment
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> Modeling the Standard Daily Agenda Essential Question: What is personality?	EQ: How is personality developed? (Heredity/Birth Order)	EQ: How is personality developed? (Parental Characteristics/Cultural Environment)	EQ: How does the social environment influence personality?	EQ: How do I apply the concepts learned this week?
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	<ul style="list-style-type: none"> Choral Reading 2 Column Notes 	Power Point Cornell Notes	Read Aloud 2 Column Notes	Video: Secrets of the Wild Child Cornell Notes	Students will be given a weekly assessment
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	<ul style="list-style-type: none"> Compare/Contrast Graphic Organizer Case Study: Identical Strangers pp.89 What do you think? 	Graphic Organizer Think, Pair, Share	Concept Mapping Think, Pair, Share	Quick Lab: Are you a product of your environment? p.93	Individual Assessment
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Exit Ticket: 3,2,1	The 5 W's summary	Exit Ticket: Journal Entry	Cornell Notes Summary	Exit Ticket: Turn in completed assessment

Grades 9 -12 Sociology: Quarter 2, Unit 1 - Week 1

The Process of Socialization: Week 1	
Essential Question(s)	What is personality? How is personality developed? How does the social environment influence personality?
Student Outcomes	Students can discuss what personality is. Students can explain the history of the nature versus nurture issue. Students can explain the main factors that affect personality development. Students can discuss how the social environment influences personality.
Texts	Text Book: Holt McDougal <i>Sociology: The Study of Human Relationships</i> Required Texts: Case Study: Identical Strangers Recommended Protocol(s): Visual Analysis, Evidence Log, Power Point Supplemental Texts: <ul style="list-style-type: none"> • Genie: The Los Angeles Wild Child (Extraordinary Children) • How Birth Order Affects Your Personality (Scientific America)
Text Specific and Text Dependent Questions	What is the history behind the nature versus nurture debate? According to the "Birth Order" chart on p.92, what are the common characteristics of middle children? How do heredity, birth order, parental characteristics, and cultural environment influence personality? How did isolation affect Anna, Isabelle, and Genie?
Suggested Classroom Strategies	Graphic Organizers, Annotation Guide, Think/Pair/Share, Case Study, Quick Lab
Assessment(s)	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i> What is the most important influence on a person's personality and social behavior? Explain your answer and support your point of view As you write, follow the directions below. <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	S.21, S.22

Grades 9 -12 Sociology: Quarter 2, Unit 1 - Week 2

The Process of Socialization: Week 2	
Essential Question(s)	What is socialization? What are three theories to explain the development of self? What are the primary agents of socialization in the United States? What is adolescence? What is dating and courtship?
Student Outcomes	Student can explain what socialization is. Student can discuss how one's sense of self emerges. Student can discuss the primary agents of socialization in the U.S. Student can explain what adolescence is. Student can discuss the emergence of dating in the United States.
Texts	Text Book: Holt McDougal <i>Sociology: The Study of Human Relationships</i> Required Texts) Case Study: The Function of Fairy Tales (p.114) Recommended Protocol(s): Image Analysis, Evidence Log, Supplemental Texts: <ul style="list-style-type: none"> • Case Study: Teen Violence (p.108) • Marriage and Courtship Patterns (Lumen Sociology)
Text Specific and Text Dependent Questions	What did the author mean by unintentional socialization? According to the text, what is the goal of resocialization? How is the teenage brain different from an adult brain? How did dating emerge as a form of social interaction?
Suggested Classroom Strategies	Cornell Notes, Graphic Organizers, Reflections, Journal Entries, Surveys, Gallery Walk, Think/Pair/Share, Socratic Seminar
Assessment(s)	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i> Write a short report evaluating how effective a mass medium, such as the Internet, is as an agent of socialization. Consider the variety of mass media, people's access to the medium, and the positive and negative effects of the medium. As you write, follow the directions below. <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	S20, S.21, S.22, S.23, S.24, S.25

Grades 9 -12 Sociology: Quarter 2, Unit 2 - Week 3

The Process of Socialization: Week 3	
Essential Question(s)	What are some of the challenges that teenagers face? How has teenage drug use changed in the United States over time? What are Levinson's developmental stages of adulthood? How has the labor force in the U.S. changed? What changes characterize late adulthood? What new opportunities do older Americans enjoy?
Student Outcomes	Student can discuss the difficult decisions that adolescents have to face Student can explain the changes in teen drug use in the United States Student can explain Levinson's developmental stages of development Student can discuss what caused the loss of manufacturing jobs in the U.S.
Texts	Text Book: Holt McDougal <i>Sociology: The Study of Human Relationships</i> Required Texts: The Opt Out Revolution (Holt, McDougal) Recommended Protocol(s): Image Analysis, Evidence Log Supplemental Texts: <ul style="list-style-type: none"> • Emerging Adults: The in-between age (APA) • Adolescent Behavior (APA)
Text Specific and Text Dependent Questions	How did the concept of adolescence as a distinct stage of life develop in the United States? According to the CDC, the teen birthrate would be lower if they practice what activity? According to the text, what are the three risk factors that contribute to teenage drug use? How has the nature of work in the United States changed?
Suggested Classroom Strategies	Cornell Notes, Graphic Organizers, Reflections, Journal Entries, Surveys, Gallery Walk, Think/Pair/Share, Quick Lab
Assessment(s)	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i> Some sociologists suggest that adult female development and adult male development are similar. Only the way that men and women handle the various stages are different. Do you agree or disagree? Explain your answer As you write, follow the directions below. <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response. •
Standards	S.24, S.25

Grades 9 -12 Sociology: Quarter 2, Unit 1 Vocabulary

Tier 2 Vocabulary – personality, heredity, instinct, peer group, mass media, dating, self, I, me, role-taking, significant others, courtship, dating, STD's, early adulthood, middle adulthood, late adulthood, mentor, labor force, work, profession, unemployment, unemployment rate

Tier 3 Vocabulary - homogamy, sociobiology, resocialization, total institution, socialization, generalized others, dramaturgy, impression management, abstinence, social integration, life structure, novice phase

Grades 9 -12 Sociology: Quarter 2, Unit 2

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 2 Deviance	2 weeks	Holt McDougal <i>Sociology</i> <i>The Study of Human Relationships</i>	The student will analyze deviance as a social construct relative to time, place, and social circumstances.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening	S.26, S.27, S.28, S.29, S.30

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Holt McDougal <i>Sociology</i> <i>The Study of Human Relationships</i>				
Standards	S.25	S.25	S.26	S.27	S.25-S.27
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Sociology Up Close: The Virtual Pillory p.158	Vocabulary Cards	KWL Chart		Review for weekly assessment
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> Modeling the Standard Daily Agenda Essential Question: How do social norms become internalized?	EQ: What is the purpose of sanctions?	EQ: What is deviance?	EQ: How can deviance be explained?	EQ: How do I apply the concepts learned this week?
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	<ul style="list-style-type: none"> Prezi Presentation Focused Note Taking 	Focused Note Taking	Interpreting Graphs: Statistically Speaking p.40	Power Point Guided Reading	Students will be given a weekly assessment
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	<ul style="list-style-type: none"> Case Study: 	Graphic Organizer	Team Huddle Stand and Deliver	Concept Mapping	Individual Assessment
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Post Card Summary	30 Second Expert	Complete the "L" section of the KWL Chart.	Whip Around	Exit Ticket: Turn in completed assessment

Grades 9 -12 Sociology: Quarter 1, Unit 2 - Week 1

Deviance: Week 1	
Essential Question(s)	How are social norms internalized? What is the purpose of sanctions? What is deviance? How can deviance be explained?
Student Outcomes	<p>Student can discuss how social norms become internalized.</p> <p>Student can explain the purpose of sanctions.</p> <p>Student can define deviance and explain what the function of deviance in society.</p> <p>Student can discuss the perspectives on deviance.</p>
Texts	<p>Text Book: Holt McDougal <i>Sociology: The Study of Human Relationships</i></p> <p>Required Texts: Strain Theory: How Social Values Produce Deviance (Boundless)</p> <p>Recommended Protocol(s): Image Analysis, Evidence Log</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Death Penalty Fast Facts (CNN) • Control Theory (Boundless) • Society and the Need for Deviance (New England College)
Text Specific and Text Dependent Questions	<p>What characteristics describe a norm that is likely to be internalized?</p> <p>According to the text, what is the purpose of sanctions?</p> <p>What did the author mean when he stated that a society without deviance is impossible?</p> <p>Does society benefit from deviance?</p>
Suggested Classroom Strategies	Case Study, Team Huddle, Stand and Deliver, Concept Mapping, Graphic Organizers, Timed Writing Prompt
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Write a brief essay describing an act of deviance and how the three sociological perspectives would explain that act</p> <p>Consider:</p> <ul style="list-style-type: none"> • Functionalist theories • Conflict theories • Interactionist theories • <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	S.25, S.26, S.27

Grades 9 -12 Sociology: Quarter 2, Unit 2 - Week 2

Deviance: Week 2	
Essential Question(s)	What are crimes and who commits them? What are the components of the criminal justice system? What are the characteristics of the two types of stratification systems? What are the three dimensions of social stratification?
Student Outcomes	Student can define crimes and discuss who commits them. Student can discuss the components of the criminal justice system. Student can explain the characteristics of the two types of stratification systems. Student can explain the three dimensions of social stratification.
Texts	Text Book: Holt McDougal <i>Sociology: The Study of Human Relationships</i> Required Texts: Case Study: Rural Poverty Recommended Protocol(s): Image Analysis, Evidence Log Supplemental Texts: <ul style="list-style-type: none"> • The Golden Age of Terrorism (CNN) • When Juries Say Life and Judges Say Death (N.Y. Times)
Text Specific and Text Dependent Questions	What are the five general categories of crime? What purposes does the corrections system serve? What does the author mean by victimless crime? According to the cast system in India, what is the typical occupation of the Sudras?
Suggested Classroom Strategies	Cornell Notes, Graphic Organizers, Reflections, Journal Entries, Surveys, Gallery Walk, Think/Pair/Share, Socratic Seminar
Assessment(s)	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i> Present a clear argument based on your critical analysis of the question below using appropriate sociological terminology. Do minor acts of deviance serve as a safety valve for society? Why or why not? Choose a position and use details to support your argument. As you write, follow the directions below. <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	S.28, S.29, S.30

Grades 9 -12 Sociology: Quarter 2, Unit 2 Vocabulary

Tier 2 Vocabulary - deviance, stigma, crime, power, prestige, wealth, social class, corrections, racial profiling, plea bargaining

Tier 3 Vocabulary - internalization, sanctions, positive sanction, negative sanction, formal sanction, informal sanction, social control, strain theory, anomie control theory, cultural transmission theory, differential association, labeling theory, primary deviance, secondary deviance, white-collar crime, crime syndicate, criminal-justice system, police discretion, recidivism, social stratification, social inequality, caste system, exogamy, endogamy, class system, bourgeoisie, proletariat, socioeconomic status

Grades 9 -12 Sociology: Quarter 2, Unit 3

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 3 Functions and Structures of Social Institutions	3 weeks	Holt McDougal <i>Sociology</i> <i>The Study of Human Relationships</i>	The student will analyze the functions and structures of social institutions.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening	S.31, S.32, S.33, S.34

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Holt McDougal <i>Sociology</i> <i>The Study of Human Relationships</i>				
Standards	S.31	S.31	S.32, S.33	S.32, S.34	S.31-S.34
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Sociology Close Up: Learning to Love a Perfect Stranger p.260	Vocabulary Cards	Paragraph format: Answer the EQ from day 2	What is a family? Paragraph format	Review for weekly assessment
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> Modeling the Standard Daily Agenda Essential Question: What are the three major family systems? 	EQ: What are marriage and kinship patterns?	EQ: What are the functions of the family?	EQ: How have courtship and marriage changed?	EQ: How do I apply the concepts learned this week?
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	<ul style="list-style-type: none"> Visual Aids Cornell Notes 	Analyzing Visuals 2 Column Notes	Power Point Sociology Video	Sociology Video Reading Guide	Students will be given a weekly assessment
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	<ul style="list-style-type: none"> Graphic Organizer 	Chunking Gallery Walk	Philosophical Chairs	Elbow Partner Discussions	Individual Assessment
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Cornell Notes Summary	Exit Ticket: 3,2,1	Whip Around	Fishbowl	Exit Ticket: Turn in completed assessment

Grades 9 -12 Sociology: Quarter 2, Unit 3 - Week 1

Functions and Structures of Social Institutions: Week 1	
Essential Question(s)	What are the three major family systems? What are marriage and kinship patterns? What are the functions of the family? How have courtship and marriage changed?
Student Outcomes	Student can discuss the three major family systems. Student can explain the marriage and kinship patterns. Student can discuss how the concepts of marriage and courtship have changed.
Texts	Text Book: Holt McDougal <i>Sociology: The Study of Human Relationships</i> Required Texts: The Myth of the Traditional Family (Case Study) Recommended Protocol(s): Image Analysis, Evidence Log Supplemental Texts: <ul style="list-style-type: none"> • Functions of a Family (Boundless) • The Definition of Marriage in Sociology (ThoughtCo.)
Text Specific and Text Dependent Questions	According to the text, what is the most universal social institution? According to the marriage patterns section, does a limit on marriage partners exist? What are the two forms of polygamy? What is the approved social unit for reproduction?
Suggested Classroom Strategies	Categorizing, Philosophical Chairs, Gallery Walk, Guided Reading, Personal Connections Writing Exercise
Assessment(s)	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i> What marriage and kinship terms describe your family? Use one term from each of the four groups— marriage, residential, descent, and authority— and explain how each term describes your family. As you write, follow the directions below. <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	S.31, S.32, S.33, S.34

Grades 9 -12 Sociology: Quarter 2, Unit 3 - Week 2

Functions and Structures of Social Institutions: Week 2	
Essential Question(s)	What disruptions occur later in life? What are the recent trends in marriage and family? How do economic basics affect society? What does the United States economy look like? How does sociology view politics? What characteristics distinguish sport as a social institution?
Student Outcomes	<p>Student can explain the disruptions that occur later in life.</p> <p>Student can discuss the recent trends in marriage and family in the United States.</p> <p>Student can explain how economic basics affect society.</p> <p>Student can discuss the United States economy.</p> <p>Student can explain how sociology views politics.</p>
Texts	<p>Text Book: Holt McDougal <i>Sociology: The Study of Human Relationships</i></p> <p>Required Text: Dual Earner Families</p> <p>Recommended Protocol(s):</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • How Families in the U.S. are Changing (Sociology in Focus) • Economic Sociology (Britannica)
Text Specific and Text Dependent Questions	<p>What function does the family fulfill?</p> <p>According to the text, what four basic questions help to determine how a society or group within a society organizes families?</p> <p>What two trends have increased U.S. economic power?</p> <p>What are two sociological views of politics?</p>
Suggested Classroom Strategies	Cornell Notes, Graphic Organizers, Reflections, Journal Entries, Surveys, Gallery Walk, Think/Pair/Share, Socratic Seminar
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Some people have predicted the eventual collapse of the American family. On what evidence do you think they base that prediction? Do you think the prediction is correct? Why or why not? Support your view.</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	S.32, S.33, S.34

Grades 9 -12 Sociology: Quarter 2, Unit 3 - Week 3

Functions and Structures of Social Institutions: Week 3	
Essential Question(s)	What is legitimacy of power? How do sociologists analyze who rules the United States? How does society define education? What are some key conflicts in educational reform? What are the functions of religion?
Student Outcomes	Student can discuss the legitimacy of power. Student can analyze the political system in the United States. Student can discuss how society defines education. Student can explain the key conflict in educational reform. Student can discuss the functions of religion.
Texts	Text Book: Holt McDougal <i>Sociology: The Study of Human Relationships</i> Required Text: Religion in Public Schools Supplemental Texts: <ul style="list-style-type: none"> • Dual Earner Families • The U.S. Political System (Boundless)
Text Specific and Text Dependent Questions	What function does the family fulfill? According to the text, what four basic questions help to determine how a society or group within a society organizes families? What two trends have increased U.S. economic power? Can you infer what the purposes behind education reform since the 1980s have been? According to the text, what are the essential features of religion?
Suggested Classroom Strategies	Cornell Notes, Graphic Organizers, Reflections, Journal Entries, Surveys, Gallery Walk, Think/Pair/Share, Socratic Seminar
Assessment(s)	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i> Write two paragraphs explaining why you agree or disagree with the view that the United States is becoming more secularized. Consider: <ul style="list-style-type: none"> • Americans' statements on their faith • Attendance at religious services • Measures of religiosity As you write, follow the directions below. <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	S.32, S.33, S.34

Grades 9-12 Sociology: Quarter 2, Unit 3 Vocabulary

Tier 2 Vocabulary - family, kinship, capitalism, socialism, law of supply, law of demand, multinational, free trade, corporation, dictatorship, sports, rationalism

Tier 3 Vocabulary - nuclear family, family of orientation, family of procreation, extended family, monogamy, polygamy, sandwich generation, voluntary childlessness, economic institution, factors of production, primary sector, secondary sector, tertiary sector, laissez-faire capitalism, free-enterprise systems, communism, oligopoly, protectionism, e-commerce, political institution, legitimacy, traditional authority, rational-legal authority, charismatic authority, constitutional monarchy, authoritarianism, absolute monarchy, junta, totalitarianism, political party, proportional representation, interest group, power-elite model, pluralist model, secularization

Grades 9 -12 Sociology: Quarter 2, Unit 4 - Week 1

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 4 Major Problems and How Society Changes	2 weeks	Holt McDougal <i>Sociology</i> <i>The Study of Human Relationships</i>	The student will analyze major social problem, the changes that occur in a society, and their impact.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening	S.35, S.36, S.37, S.38, S.39, S.40

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Holt McDougal <i>Sociology</i> <i>The Study of Human Relationships</i>				
Standards	S.35, S.36, S.39, S.40	S.36, S.38, S.39, S.40,	S.37S.38	S.39, S.40	S.35-S.40
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Sociology Close Up: A Baby-less Society? p.370	KWL Chart	How has urbanization in less-developed nations differed from urbanization in more-developed nations?	Review: 1 paragraph response to EQ from day 3	Review for weekly assessment
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> Modeling the Standard Daily Agenda Essential Question: What theories attempt to explain population change? 	EQ: How did cities evolve?	EQ: What models of city structures are there?	EQ: What theories explain city life?	EQ: How do I apply the concepts learned this week?
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	<ul style="list-style-type: none"> Power Point Cornell Notes 	Power Point Cornell Notes	Video: Sociology Crash Course /Cornell Notes	Focused Note Taking	Students will be given a weekly assessment
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Quick Lab/Analyzing Population Statistics p.372 Small Groups	Team Huddle Cultural Diversity in Sociology p.382	Chunking Gallery Walk	Think, Write, Share	Individual Assessment
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Cornell Notes Summary	Complete the "L" Section of KWL Chart	Cornell Notes Summary	30 Second Expert	Exit Ticket: Turn in completed assessment

Grades 9 -12 Sociology: Quarter 1, Unit 4 - Week 1

Major Problems and How Society Changes: Week 1	
Essential Question(s)	What theories attempt to explain population change? How did cities evolve? What models of city structures are there? What theories explain city life?
Student Outcomes	<p>Student can discuss the theories that explain population change.</p> <p>Student can explain how cities evolve.</p> <p>Student can explain the city structures that exist.</p> <p>Student can discuss the theories that explain city life.</p>
Texts	<p>Text Book: Holt McDougal <i>Sociology: The Study of Human Relationships</i></p> <p>Required Text: Case Study: Megacities (Holt McDougal)</p> <p>Recommended Protocol(s): Image Analysis, Evidence Log</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Grand Challenges in Urban Ecology (Frontier) • Malthus' Theory of Population Growth (Boundless)
Text Specific and Text Dependent Questions	<p>What three factors affect a region's growth or decline in population?</p> <p>After analyzing the information from the text, how do you think overurbanization can be prevented?</p> <p>According to the author, how is urbanization defined?</p> <p>What are some of the programs that can be used to control population growth?</p>
Suggested Classroom Strategies	Learning Logs, Team Huddle, Stand and Deliver, Think/Write/Share, Elbow Partner Debrief
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Describe how population growth and geographic factors might influence a country's policies, norms, and cultural values.</p> <p>Consider:</p> <ul style="list-style-type: none"> • the population issues of countries that are attempting to industrialize • government policies such as China's one-child program <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	S.35, S.36, S.37, S.38, S.39, S.40

Grades 9 -12 Sociology: Quarter 1, Unit 4 Vocabulary

Tier 2 Vocabulary - population, demography, birthrate, fertility, death rate, life expectancy, migration, growth rate, family planning

Tier 3 Vocabulary - fecundity, Malthusian theory, demographic transition theory, urban ecology, concentric zone model, sector model, multiple nuclei model, urban sprawl, urban anomie theory, compositional theory, subcultural theory