

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Sociology

Course Number: 00119

Course Prerequisites: None

Course Description: Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Life is social and most human behavior involves social interaction, therefore the subject matter of sociology ranges from the intimate family to the internet, from organized crime to religious traditions, and from the division of race, gender, and social class to the shared beliefs of a common culture. This course will serve as an introduction to the basic concepts, theories, processes, and institutions which are the subject matter of sociology as an academic discipline.

Suggested Grade Level: Grades 10-12

Length of Course: One Semester

Units of Credit: .5

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 59 Social Studies

CSPG 58 Social Sciences

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: ☒ Yes ☐ No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

☒ F – Final Average ☒ MP – Marking Period ☒ EXM – Final Exam

GPA Type: ☐ GPAEL-GPA Elementary ☐ GPAML-GPA for Middle Level ☐ NHS-National Honor Society

☒ UGPA-Non-Weighted Grade Point Average ☒ GPA-Weighted Grade Point Average

State Course Code: 04258

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Sociology
Publisher: Houghton Mifflin Harcourt
ISBN #: Textbook: 978-0-54-485936-4; Digital: 978-1-32-875301-4
Copyright Date: 2018
WCSD Board Approval Date: 04/12/2021

Supplemental Materials: On-line Resources; Videos

Curriculum Document

WCSD Board Approval:

Date Finalized: 5/22/2023
Date Approved: 6/12/2023
Implementation Year: 2023/2024

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

SCOPE AND SEQUENCE OF CONTENT, AND CONCEPTS

Marking Period 1

The Sociological Perspective and Methods of Inquiry

Social Structure: Culture, Institutions, and Society

Social Relationships: Self, Groups, and Socialization

Marking Period 2

Stratification and Inequality

Social Institutions

The Changing Social World

Marking Period 3

The Sociological Perspective and Methods of Inquiry

Social Structure: Culture, Institutions, and Society

Social Relationships: Self, Groups, and Socialization

Marking Period 4

Stratification and Inequality

Social Institutions

The Changing Social World

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Standards/Eligible Content and Skills

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Identify sociology as a scientific field of inquiry	SOC.9-12.1.1.1 SOC.9-12.1.1.2 SOC.9-12.1.1.3 SOC.9-12.1.1.4	MP1 MP3
Compare and contrast the sociological perspective and how it differs from other social sciences	SOC.9-12.1.2.1 SOC.9-12.1.2.2 SOC.9-12.1.2.3	MP1 MP3
Evaluate the strengths and weaknesses of the major methods of sociological research	SOC.9-12.1.3.1 SOC.9-12.1.3.2 SOC.9-12.1.3.3 SOC.9-12.1.3.4 SOC.9-12.1.3.5	MP1 MP3
Identify, differentiate among, and apply a variety of sociological theories	SOC.9-12.1.4.1 SOC.9-12.1.4.2 SOC.9-12.1.4.3	MP1 MP3
Describe the components of culture	SOC.9-12.2.1.1 SOC.9-12.2.1.2 SOC.9-12.2.1.3	MP1 MP3
Analyze how culture influences individuals, including themselves	SOC.9-12.2.2.1 SOC.9-12.2.2.2 SOC.9-12.2.2.3 SOC.9-12.2.2.4	MP1 MP3
Evaluate important social institutions and how they respond to social needs	SOC.9-12.2.3.1 SOC.9-12.2.3.2	MP1 MP3
Assess how social institutions and cultures change and evolve	SOC.9-12.2.4.1 SOC.9-12.2.4.2 SOC.9-12.2.4.3	MP1 MP3
Describe the process of socialization across the life course	SOC.9-12.3.1.1 SOC.9-12.3.1.2	MP1 MP3
Explain the process of the social construction of the self	SOC.9-12.3.2.1 SOC.9-12.3.2.2 SOC.9-12.3.2.3 SOC.9-12.3.2.4	MP1 MP3
Examine the social construction of groups and their impact on the life chances of individuals	SOC.9-12.3.3.1 SOC.9-12.3.3.2 SOC.9-12.3.3.3	MP1 MP3
Identify common patterns of social inequality	SOC.9-12.4.1.1 SOC.9-12.4.1.2 SOC.9-12.4.1.3 SOC.9-12.4.1.4 SOC.9-12.4.1.5	MP2 MP4
Analyze the efforts of social inequality on groups and individuals	SOC.9-12.4.2.1	MP2

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	SOC.9-12.4.2.2 SOC.9-12.4.2.3	MP4
Explain the relationship between social institutions and inequality	SOC.9-12.4.3.1 SOC.9-12.4.3.2	MP2 MP4
Assess responses to social inequality	SOC.9-12.4.4.1 SOC.9-12.4.4.2 SOC.9-12.4.4.3	MP2 MP4
Analyze how social institutions influence individuals including themselves	SOC.9-12.3.1.1 SOC.9-12.3.2.1	MP2 MP4
Evaluate important social institutions and how they respond to social needs	SOC.9-12.3.3.1 SOC.9-12.3.3.2 SOC.9-12.3.3.3	MP2 MP4
Assess how social institutions change and evolve	SOC.9-12.3.3.1 SOC.9-12.3.3.2 SOC.9-12.3.3.3	MP2 MP4
Describe the process of socialization across the life course	SOC.9-12.3.3.1 SOC.9-12.3.3.2 SOC.9-12.3.3.3	MP2 MP4
Examine the social construction of groups and their impact on the life chances of individuals	SOC.9-12.4.2.1 SOC.9-12.4.2.2 SOC.9-12.4.2.3	MP2 MP4
Explain the process of social construction of self and groups	SOC.9-12.4.1.1 SOC.9-12.4.1.2 SOC.9-12.4.1.3 SOC.9-12.4.1.4 SOC.9-12.4.1.5	MP2 MP4
Examine the shifting historical context of social institutions and cultures changing and evolving such as the industrial revolution, urbanization, globalization, and the internet age	SOC.9-12.4.3.1 SOC.9-12.4.3.2	MP2 MP4
Analyze the distribution of power through social institutions	SOC.9-12.4.3.1	MP2 MP4
Interpret the potential of institutions to produce, reinforce, or challenge inequality	SOC.9-12.4.3.2	MP2 MP4
Describe individual and group responses to inequality, such as social movements	SOC.9-12.4.4.2	MP2 MP4
Assess social policy responses to inequality	SOC.9-12.4.4.3	MP2 MP4
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole	CC.8.5.11-12.A	MP1 MP2 MP3 MP4
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and idea	CC.8.5.11-12.B	MP1 MP2 MP3 MP4

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain	CC.8.5.11-12.C	MP1 MP2 MP3 MP4
Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10)	CC.8.5.11-12.D	MP1 MP2 MP3 MP4
Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole	CC.8.5.11-12.E	MP1 MP2 MP3 MP4
Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence	CC.8.5.11-12.F	MP1 MP2 MP3 MP4
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	CC.8.5.11-12.G	MP1 MP2 MP3 MP4
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information	CC.8.5.11-12.H	MP1 MP2 MP3 MP4
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources	CC.8.5.11-12.I	MP1 MP2 MP3 MP4
By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently	CC.8.5.11-12.J	MP1 MP2 MP3 MP4
Write arguments focused on discipline-specific content	CC.8.6.11-12.A	MP1 MP2 MP3 MP4
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes	CC.8.6.11-12.B	MP1 MP2 MP3 MP4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	CC.8.6.11-12.C	MP1 MP2 MP3 MP4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience	CC.8.6.11-12.D	MP1 MP2 MP3

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
		MP4
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information	CC.8.6.11-12.E	MP1 MP2 MP3 MP4
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	CC.8.6.11-12.F	MP1 MP2 MP3 MP4

ASSESSMENTS

PDE Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include but are not limited to:

- Journal Entry
- Entry/Exit Ticket
- Thinking Map
- Verbal Explanation
- Observation
- Artifacts
- Reflection/Summary
- Quiz

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include but are not limited to:

- Marking Period Assessment/Final Exam
- Writing a Paper/Essay
- Performance Tasks
- Project
- Tests
- Portfolio