

## WARREN COUNTY SCHOOL DISTRICT

### PLANNED INSTRUCTION

#### **COURSE DESCRIPTION**

**Course Title:** Sociology

**Course Number:** 00119

**Course Prerequisites:** None

**Course Description:** 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. The course will examine the ways in which social structures – groups, organizations, communities, social categories, and various social institutions – affect human attitudes, actions, and opportunities. Students will also investigate topics such as social inequality, racism, genocide, crime and deterrence, social change, etc. and look at real-life examples and current events that illustrate such topics. Final exam required.

**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

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 chose 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 #:** 9780544859364  
**Copyright Date:** 2018  
**WCSD Board Approval Date:** 4/12/2021

##### **Supplemental Materials:**

#### **Curriculum Document**

##### **WCSD Board Approval:**

**Date Finalized:** 5/14/2021  
**Date Approved:** 6/14/2021  
**Implementation Year:** 2021-2022

#### **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).

**WARREN COUNTY SCHOOL DISTRICT****PLANNED INSTRUCTION****SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS**

| <b>Performance Indicator</b>                                            | <b>PA Core Standard and/or Eligible Content</b>                                                                                                    | <b>Month Taught and Assessed for Mastery</b> |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| Explain what sociology is and how it compares to other social sciences. | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | January                                      |
| Discuss how sociologists view and think about society.                  | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | January                                      |
| Identify the factors that led to the development of sociology.          | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | January                                      |
| Explain how early European scholars laid the foundations of sociology.  | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | January                                      |

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| Discuss the contributions of European & American scholars to the field of sociology.                              | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | January |
| Compare & contrast the ways in which the three major theoretical perspectives in sociology differ in their focus. | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | January |
| Explain the basic research methods that sociologists employ.                                                      | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | January |
| Identify the types of groups that sociologists recognize.                                                         | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | January |

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| Identify the main factors that affect personality development.                                                   | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | February |
| Identify the primary agents of socialization in the United States.                                               | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | February |
| Explain how the concept of adolescence has developed as a distinct stage of the life cycle in the United States. | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | February |
| Discuss some of the challenges of adolescence.                                                                   | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | February |

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| Compare and contrast adult female and male development.                                                     | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | February |
| Describe the ways in which the nature of work has changed.                                                  | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | February |
| Discuss what changes characterize late adulthood.                                                           | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | February |
| Identify the differences between positive and negative sanctions and between formal and informal sanctions. | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | February |

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| Explain how sociologists identify the nature of deviance.          | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | February |
| Describe the different types of crime and how they affect society. | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | February |
| Define the three dimensions of social stratification.              | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | March    |
| Explain how sociologists determine social class.                   | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | March    |

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| Describe the effects of poverty on poor Americans.                                               | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | March |
| Elaborate as to how race is both a myth and a reality.                                           | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | March |
| Identify the approaches sociologists use to explain the sources of discrimination and prejudice. | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | March |
| Explain the unique problems minorities face.                                                     | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | March |



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|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Explain what the three major family systems are.                        | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | April |
| Discuss the challenges of US families.                                  | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | April |
| Explain the changing trends in the American family during recent years. | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | April |
| Apply the theoretical perspectives to education.                        | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | April |

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| Identify issues in American education.                          | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | April |
| Define religion in sociological terms.                          | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | April |
| Identify the main religions in American.                        | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | April |
| Explain the theories that attempt to explain population change. | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | May   |

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| Identify some of the challenges cities face today.                     | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | May |
| Explain how some theories explain city life.                           | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | May |
| Identify the theories offered to explain collective behavior.          | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | May |
| List what types of social movements exist and explain how they differ. | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | May |

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|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Explain the main sources of social change.                          | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | May |
| Apply the theoretical perspectives to the concept of social change. | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | May |
| Discuss how sociologists explain the process of modernization.      | RH.6-8.2;<br>RH.6-8.4;<br>RH.6-8.8;<br>WHST.6-8.1;<br>WHST.6-8.1.a;<br>WHST.6-8.1.c;<br>WHST.6-8.2.d;<br>WHST.6-8.6;<br>WHST.6-8.9;<br>WHST.6-8.10 | May |

## **ASSESSMENTS**

**PSSA 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:** Posters, tri folds, brochure, projects.

**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:** tests, quizzes