

GBCS Curriculum Guide			GRADE:		SUBJECT:			
Topic	Pacing	Chapter	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Introduction of Sociology	5 days	#1	1.1 Students will identify sociology as a scientific field of inquiry. 1.2 Students will compare and contrast the sociological perspective and how it differs from other social sciences. 1.4 Students will identify, differentiate among, and apply a variety of sociological theories. 1.4.1 Functionalist perspective 1.4.2 Conflict theory 1.4.3 Symbolic interaction	1. What is the sociological perspective? 2. What is science, and where does sociology fit in? 3. Should the purpose of social research be only to advance human understanding or also to reform society? 4. What are sociology's major theoretical perspectives?	1. Explain the sociological perspective and its impact on one's education. 2. Examine and assess the three sociological perspectives.	Society Sociology Applied sociology Symbolic Interactionism Functional Analysis Conflict theory	Textbook: Sociology "A Down-to-Earth Approach" 9th Edition	Ch#1 & #10 Test Journal Writings

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Social Class	12-15 days	#10	<p>4.1 Students will identify common patterns of social inequality.</p> <p>4.1.1 Privilege</p> <p>4.1.2 Power</p> <p>4.1.4 Class inequality</p> <p>4.2 Students will analyze the effects social inequality has on groups and individuals.</p> <p>4.3 Students will explain the relationship between social institutions and inequality.</p> <p>4.4 Students will assess responses to social inequality.</p> <p>1.4 Students will identify, differentiate among, and apply a variety of sociological theories.</p> <p>1.4.1 Functionalist perspective</p> <p>1.4.2 Conflict theory</p> <p>1.4.3 Symbolic interaction</p>	<p>1. What is meant by the term social class?</p> <p>2. What is meant by the term status inconsistency?</p> <p>3. What models are used to portray the social classes?</p> <p>4. How does social class affect people's lives?</p> <p>5. What are three types of social mobility?</p> <p>6. Who are the poor?</p> <p>7. Why are people poor?</p> <p>8. How is the Horatio Alger myth functional for society?</p>	<p>1. Identify social class and different social class models.</p> <p>2. Identify poverty statistics in the U.S.</p> <p>3. Examine the effects of poverty on societal behavior.</p> <p>4. Relate one's social class to economic opportunity.</p> <p>5. Summarize the advantages and disadvantages different social classes allow to occur.</p> <p>6. Examine different occupations and explain why we hold some occupations in higher regard than others.</p> <p>7. Analyze the changes to upward social mobility in the U.S. during the last several decades.</p> <p>8. Explain why behavior changes as social class changes.</p> <p>9. Explain the Horatio Alger myth and its importance in our society.</p>	<p>Social class</p> <p>Wealth</p> <p>Income</p> <p>Power</p> <p>Power elite</p> <p>Prestige</p> <p>Status consistency</p> <p>Status inconsistency</p> <p>Anomie</p> <p>Upward social mobility</p> <p>Downward social mobility</p> <p>Poverty line</p> <p>Feminization of poverty</p> <p>Horatio Alger Myth</p>	<p>Textbook: Sociology "A Down-to-Earth Approach" 9th Edition</p> <p>Monopoly Game Boards</p> <p>NY Times Article "Money Changes Everything"</p> <p>Time Article "Whatever Happened to Upward Social Mobility"</p> <p>Film: The Pursuit of Happiness</p>	<p>Ch#1&amp; #10 Test</p> <p>Essay: Whatever Happened to Upward Social Mobility in the U.S.?</p> <p>Journal Writings</p>

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Sex & Gender	10-12 days	#11	<p>4.1 Students will identify common patterns of social inequality</p> <p>4.1.5 Gender inequality</p> <p>4.2 Students will analyze the effects of social inequality on groups and individuals.</p> <p>4.3 Students will explain the relationship between social institutions and inequality.</p> <p>4.3.2 Potential of institutions to produce, reinforce, or challenge inequality</p> <p>4.4 Students will assess responses to social inequality.</p> <p>4.4.1 Individual responses to inequality</p> <p>4.4.2 Group responses to inequality such as social movements</p> <p>4.4.3 Social policy responses to inequality</p> <p>1.4 Students will identify, differentiate among, and apply a variety of sociological theories.</p> <p>1.4.1 Functionalist perspective</p> <p>1.4.2 Conflict theory</p> <p>1.4.3 Symbolic interaction</p>	<p>1. How do sex and gender differ?</p> <p>2. Why do the behaviors of males and females differ?</p> <p>3. How did females become a minority group?</p> <p>4. Is gender stratification universal?</p> <p>5. How has the feminist movement evolved over time?</p> <p>6. How does gender inequality show up in politics, education, the workplace, and everyday life?</p> <p>7. How might changes in gender roles and stereotypes affect our lives?</p>	<p>1. Identify reasons for gender inequities.</p> <p>2. Construct gender roles for both males and females in our society.</p> <p>3. Compare and contrast the roles that biology and society play in determining our gender roles.</p> <p>4. Analyze the impact of gender on behavior from a global perspective.</p> <p>5. Infer the impact the media has on our gender roles.</p> <p>6. Explain the reasons for gender discrimination in the U.S. and possible solutions for it.</p> <p>7. Analyze how the sex ratio impacts societal behavior using the three sociological perspectives.</p>	<p>Gender stratification</p> <p>Master status</p> <p>Sex</p> <p>Primary sex characteristics</p> <p>Secondary sex characteristics</p> <p>Gender</p> <p>Masculinities</p> <p>Femininities</p> <p>Nature v. Nurture</p> <p>Patriarchy</p> <p>Matriarchy</p> <p>Minority group</p> <p>Sex typed</p> <p>Honor killing</p> <p>Feminism</p> <p>Sexism</p> <p>Gender tracking</p> <p>The pay gap</p> <p>Glass ceiling</p> <p>Glass escalator</p> <p>Sexual harassment</p>	<p>Textbook: Sociology "A Down-to-Earth Approach" 9th Edition</p> <p>Youtube Clips: FGM and Honor Killings</p> <p>Film: Miss Representation</p> <p>NY Times Article "The Dearth of Female Bosses"</p> <p>Psychology Today Article "Sex &amp; the Society"</p>	<p>Ch#11 &amp; #12 Test</p> <p>Gender &amp; Media Analysis Activity</p> <p>Essay: Sex &amp; the Society</p> <p>Journal Writings</p>

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Race & Ethnicity	10-12 days	#12	<p>2.2 Students will analyze how culture influences individuals, including themselves.</p> <p>2.2.1 Ethnocentrism</p> <p>2.4 Students will assess how social institutions and cultures change and evolve.</p> <p>3.3 Students will examine the social construction of groups and their impact on the life chances of individuals.</p> <p>4.1 Students will identify common patterns of social inequality.</p> <p>4.1.3 Racial and ethnic inequality</p> <p>4.2 Students will analyze the effects of social inequality on groups and individuals.</p> <p>4.3 Students will explain the relationship between social institutions and inequality.</p> <p>4.4 Students will assess responses to social inequality.</p> <p>1.4 Students will identify, differentiate among, and apply a variety of sociological theories.</p> <p>1.4.1 Functionalist perspective</p> <p>1.4.2 Conflict theory</p> <p>1.4.3 Symbolic interaction</p>	<p>1. How is race both a myth and a reality?</p> <p>2. How do race and ethnicity differ?</p> <p>3. What are minority and dominant groups?</p> <p>4. Why are people prejudiced?</p> <p>5. How do individual and institutional discrimination differ?</p> <p>6. How do sociologists and psychologists explain prejudice?</p> <p>7. What are the main issues that dominate U.S. racial-ethnic relations?</p>	<p>1. Identify the differences between race and ethnicity.</p> <p>2. Explain several ways race and ethnicity influence societal behavior.</p> <p>3. Evaluate the impact that associations have on one's prejudicial attitudes toward race and ethnicity.</p> <p>4. Analyze the "blue eyes/brown eyes experiment" using the sociological perspectives.</p> <p>5. Analyze the sociological factors that lead to genocide through the film Hotel Rwanda.</p>	<p>Race</p> <p>Genocide</p> <p>Ethnicity/ethnic</p> <p>Minority group</p> <p>Dominant group</p> <p>Assimilation</p> <p>Discrimination</p> <p>Racism</p> <p>Prejudice</p> <p>"Implicit Association Test"</p> <p>Individual Discrimination</p> <p>Institutional Discrimination</p> <p>Scapegoat</p> <p>Indirect population transfer</p> <p>Direct population transfer</p> <p>Internal colonialism</p> <p>Segregation</p> <p>De jure Segregation</p> <p>De facto segregation</p> <p>Forced assimilation</p> <p>Multiculturalism/pluralism</p>	<p>Textbook: Sociology "A Down-to-Earth Approach" 9th Edition</p> <p>Project Implicit: IAT</p> <p>Video: FRONTLINE "A Class Divided"</p> <p>Film "Hotel Rwanda"</p>	<p>Ch#11 &amp; #12 Test</p> <p>Journal Writings</p>

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Religion	10-12 days	#18	<p>1.4 Students will identify, differentiate among, and apply a variety of sociological theories.</p> <p>1.4.1 Functionalist perspective</p> <p>1.4.2 Conflict theory</p> <p>1.4.3 Symbolic interaction</p> <p>2.3 Students will evaluate important social institutions and how they respond to social needs.</p> <p>2.3.1 Social institutions such as: family, education, religion, economy, and government</p> <p>2.4 Students will assess how social institutions and cultures change and evolve.</p> <p>2.4.1 Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age</p> <p>3.1 Students will describe the process of socialization across the life course.</p> <p>3.1.1 Primary agents of socialization: family, peers, media, schools, and religion</p> <p>4.3 Students will explain the relationship between social institutions and inequality.</p> <p>4.3.2 Potential of institutions to produce, reinforce, or challenge inequality</p>	<p>1. What is religion?</p> <p>2. What are the functions and dysfunctions of religion?</p> <p>3. What aspects of religion do symbolic interactionists study?</p> <p>4. What aspects of religion do conflict theorists study?</p> <p>5. What are the main characteristics of religion in the U.S.?</p> <p>6. What is the connection between the secularization of religion and the splintering of churches?</p>	<p>1. Identify religion using the sociological perspective.</p> <p>2. Explain the functions and dysfunctions of religion.</p> <p>3. Assess the role religion plays in the Israeli/Palestinian Conflict using the functionalist perspective.</p> <p>4. Explain the sociological significance of religion in the U.S.</p> <p>5. Analyze polygamy in the U.S. using the three sociological perspectives.</p>	<p>Sacred</p> <p>Religion</p> <p>Church</p> <p>Moral community</p> <p>Cosmology</p> <p>Modernization</p> <p>Monotheism</p> <p>Polytheism</p> <p>anti-Semitism</p> <p>Fundamentalism</p> <p>Cult</p> <p>Ecclesia</p> <p>Denominations</p> <p>Secular</p> <p>Secularization of religion</p> <p>Secularization of culture</p>	<p>Textbook: Sociology "A Down-to-Earth Approach" 9th Edition</p> <p>Video: Promises</p> <p>National Geographic Article "The Polygamists: An Exclusive Look Inside the FLDS"</p> <p>Article "Patriarchy &amp; Religion: Does God Favor Males?"</p>	<p>Ch#15 &amp; #18 Test</p> <p>Essay: The Polygamists; An Exclusive Look Inside the FLDS</p> <p>Journal Writings</p>

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Politics	8-10 days	#15	<p>1.4 Students will identify, differentiate among, and apply a variety of sociological theories.</p> <p>1.4.1 Functionalist perspective</p> <p>1.4.2 Conflict theory</p> <p>1.4.3 Symbolic interaction</p> <p>2.3 Students will evaluate important social institutions and how they respond to social needs.</p> <p>2.3.1 Social institutions such as: family, education, religion, economy, and government</p> <p>4.1 Students will identify common patterns of social inequality.</p> <p>4.1.2 Power</p> <p>4.3 Students will explain the relationship between social institutions and inequality.</p> <p>4.3.1 Distribution of power through social institutions</p> <p>4.3.2 Potential of institutions to produce, reinforce, or challenge inequality</p>	<p>1. How are authority and coercion related to power?</p> <p>2. What kinds of authority are there?</p> <p>3. Is the United States controlled by a ruling class?</p> <p>4. How are war and terrorism related to politics--and what are their costs?</p> <p>5. Is humanity headed toward a world political system?</p>	<p>1. Recognize the key concepts of politics from the sociological perspective.</p> <p>2. Compare and contrast different types of authority and how they impact societal behavior.</p> <p>3. Summarize the different sociological influences on the U.S. political system.</p> <p>4. Analyze who "rules" the U.S. from the sociological perspective.</p> <p>5. Explain the sociological conditions surrounding "The Rise of ISIS."</p>	<p>Politics</p> <p>Power</p> <p>Authority</p> <p>Coercion</p> <p>Traditional authority</p> <p>Rational-authority authority</p> <p>Charismatic authority</p> <p>Voter apathy</p> <p>Political gender gap</p> <p>Pluralism</p> <p>Power elite</p> <p>Ruling class</p> <p>Dehumanization</p> <p>New World Order</p>	<p>Textbook: Sociology "A Down-to-Earth Approach" 9th Edition</p> <p>Youtube Clip: Constitutional Peasants</p> <p>Video: FRONTLINE "The Secret History of ISIS"</p>	<p>Ch#15 &amp; #18 Test</p> <p>Journal Writings</p>

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Education	10 days	#17	<p>1.4 Students will identify, differentiate among, and apply a variety of sociological theories.</p> <p>1.4.1 Functionalist perspective</p> <p>1.4.2 Conflict theory</p> <p>1.4.3 Symbolic interaction</p> <p>2.3 Students will evaluate important social institutions and how they respond to social needs.</p> <p>2.3.1 Social institutions such as: family, education, religion, economy, and government</p> <p>4.3 Students will explain the relationship between social institutions and inequality.</p> <p>4.3.2 Potential of institutions to produce, reinforce, or challenge inequality</p>	<p>1. How did modern education develop?</p> <p>2. How does education compare among the Most Industrialized, Industrializing, and Least Industrialized Nations?</p> <p>3. What is the functionalist perspective on education?</p> <p>4. What is the conflict perspective on education?</p> <p>5. What is the symbolic interactionist perspective on education?</p> <p>6. What are the chief problems that face the U.S. education system?</p> <p>7. What are the potential solutions to these problems?</p>	<p>1. Identify the key sociological factors surrounding education.</p> <p>2. Summarize the development of education from an American and global perspective.</p> <p>3. Compare and contrast different types of educational systems.</p> <p>4. Critique the U.S. educational system using the three sociological perspectives.</p>	<p>Education</p> <p>Credential societies</p> <p>Cultural transmission of values</p> <p>Social integration</p> <p>Gatekeeping</p> <p>Tracking</p> <p>Social placement</p> <p>Hidden curriculum</p> <p>Ray Rist Research</p> <p>Rosenthal Jacobsen</p> <p>Experiment</p> <p>Grade inflation</p> <p>Social promotion</p> <p>Functional illiteracy</p>	<p>Textbook: Sociology "A Down-to-Earth Approach" 9th Edition</p> <p>Youtube Clip: RSA Animate; Changing Education Paradigms</p> <p>Video: CNN "Inside Man, Education"</p> <p>Adrian Dove's "Chittlin' Intelligence Test"</p> <p>Film: Chalk</p>	<p>Ch#8 &amp; #17 Test</p> <p>Letter to a Teacher</p> <p>Journal Writings</p>

