



Curriculum Map
SOCIOLOGY
ELECTIVE
Saugus High School
Saugus, MA 01906

**SAUGUS HIGH SCHOOL SOCIAL STUDIES DEPARTMENT
MISSION STATEMENT***

The Saugus High School Social Studies Department is committed to academic excellence in education, promoting cultural enrichment and citizenship. Through the use of student-based learning, a variety of assessment models, and the integration of innovative pedagogic techniques, our department has focused its programs around the following:

STUDENT EXPECTATIONS

1. *AUTONOMOUS LEARNING SKILLS*

- Takes responsibility for his/her own learning
- Accepts the responsibilities of citizenship
- Can set priorities and identify achievable goals

2. *CRITICAL THINKING*

- Listens and reads actively and thinks critically in a variety of genres
- Analyzes and evaluates information
- Demonstrates the ability to select, synthesize, organize and develop ideas

3. *EFFECTIVE WRITING SKILLS*

- Communicates ideas and information with coherence, clarity, and understanding of audience
- Integrates the use of a variety of communication forms

4. *PROBLEM SOLVING SKILLS*

- Utilizes and evaluates multiple problem solving strategies
- Generates new and creative ideas by taking risks to solve problems
- Applies problem solving techniques in a variety of disciplines

5. *PERSONAL AND SOCIAL RESPONSIBILITY*

- Takes responsibility for personal actions, demonstrates honesty, fairness, and integrity
- Respects one's own cultures and others
- Appreciates diversity and acts responsibly as a member of the community by participating in a variety of activities which demonstrate civic pride

STUDENT GOALS

- Providing a factual base of knowledge and skills in order to develop higher order thinking i.e. critical thinking ability, problem solving, decision making, organizing and planning
- Continuing the process of implementing technology
- Fostering an appreciation of world cultures and history, as well as the cultural diversity of the United States
- Meeting the dictates of the Frameworks for History and Social Science as determined by the Commonwealth of Massachusetts (August 2003)
- Developing an interdisciplinary curriculum associating the social sciences with the study of humanities, as well as the core curriculum
- Relating contemporary issues to course offerings
- Encouraging civic and social responsibility

* In conjunction with the Saugus High School Mission Statement (2000)

SEMESTER SOCIOLOGY (142)

Week 1		Week 2	
Performance Standards		Performance Standards	
To examine the nature and focus of sociology		To examine the basic components of culture, how culture is transmitted, and how cultural practices vary among and within groups or societies.	
Unit/Topic/Lesson UNIT ONE		Unit/Topic/Lesson UNIT ONE	
Unit 1 Chapter 1: The Sociological Point of View Sections 1-2		Chapter 2: Cultural Diversity Sections 1-2	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Identify sociology	What is sociology?	-Identify different approaches to the discipline. -Define and describe elements of culture and how they shape behaviors.	Are there universally held values and customs?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Sociology, Thomas (Holt) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead	Sociology, Thomas (Holt) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Computer Research
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Vocabulary Quiz Section Reviews Applying Sociology Using Sociological Methods Section Test	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Vocabulary Quiz Case Study: The Israeli Kibbutz Graphic Organizer: Meaning Of Culture Section Test	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 3		Week 4	
<p align="center">Performance Standards</p> <p>To examine how culture is maintained and how it changes.</p>		<p align="center">Performance Standards</p> <p>To examine the characteristics of social structure, beginning with statuses and roles.</p>	
<p align="center">Unit/Topic/Lesson UNIT ONE</p> <p>Chapter 3: Cultural Conformity and Adaptation Sections 1-3</p>		<p align="center">Unit/Topic/Lesson UNIT ONE</p> <p>Chapter 4: Social Structure Sections 1-4</p>	
<p>Objectives (Students will...) -Demonstrate how the treatment of children shapes their subsequent behavior values.</p>	<p>Essential Question How do the Arapesh differ from the Mundugumor and what does that mean?</p>	<p>Objectives (Students will...) -Understand how social structures shape and control behaviors. -Define proper thought and actions. -Provide people with the tools to participate as productive members of society.</p>	<p>Essential Question What is conformity? How do we know what is right and what is wrong?</p>
<p>Teacher Resources Sociology, Thomas (Holt) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources Film: Contrasting cultures— black/white, male/female.</p>	<p>Teacher Resources Sociology, Thomas (Holt) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources Film: Swing Kids</p>
<p>Evaluation/Activities Vocabulary Quiz Section Reviews Case Study: Native Americans Section Test</p>	<p>Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Evaluation/Activities Vocabulary Quiz Interpreting Primary Sources Case Study: Social Network Of the Elderly Organization of Pubic Schools Unit Test</p>	<p>Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 5		Week 6	
<p align="center">Performance Standards</p> <p>To explore how people become functioning members of society.</p>		<p align="center">Performance Standards:</p> <p>To explore adolescence, the period of the life cycle that falls between childhood and adulthood.</p>	
<p align="center">Unit/Topic/Lesson UNIT TWO</p> <p>Unit 2 Chapter 5: Socializing The Individual Sections 1-3</p>		<p align="center">Unit/Topic/Lesson UNIT TWO</p> <p>Chapter 6: The Adolescent in Society Section 1-3</p>	
<p>Objectives (Students will...)</p> <ul style="list-style-type: none"> -Understand how social structures shape and control behaviors. -Define proper thought and actions. -Provide people with the tools to participate as productive members of society. 	<p>Essential Question</p> <p>Where do our desires, behaviors, and values come from?</p>	<p>Objectives (Students will...)</p> <ul style="list-style-type: none"> -Explore social expectations/demands on people at various stages of the life cycle. -Understand and define terms: "extended adolescence". 	<p>Essential Question</p> <p>What is "extended adolescence"?</p>
<p>Teacher Resources</p> <p>Sociology, Thomas (Holt) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources</p> <p>Film: Amish teenagers.</p>	<p>Teacher Resources</p> <p>Sociology, Thomas (Holt) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media/Technology</p> <p>Video on social roles in pre-industrial society.</p>
<p>Evaluation/Activities</p> <p>Vocabulary Quiz Case Study: Fairy Tales Section Review Section Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: Alternative Evaluation: Paper, Project, Poster</p>	<p>Evaluation/Activities</p> <p>Vocabulary Quiz Case Study: Blurring Interpreting Graphs and Charts Section Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: Alternative Evaluation: Paper, Project, Poster</p>

Week 7		Week 8	
<p align="center">Performance Standards</p> <p>To explore the social characteristics of adulthood.</p>		<p align="center">Performance Standards</p> <p>To explore deviance and crime in the United States.</p>	
<p align="center">Unit/Topic/Lesson UNIT TWO</p> <p>Chapter 7: The Adult n Society Sections 1-3</p>		<p align="center">Unit/Topic/Lesson UNIT TWO</p> <p>Chapter 8: Deviance and Social Control Sections 1-2</p>	
<p>Objectives (Students will...) -Explore social expectations/demands on people at various stages of the life cycle. -Understand and define terms: man (boy); girl (woman)</p>	<p>Essential Question When does a(n) (adolescent) boy become a man? When does a girl become a woman?</p>	<p>Objectives (Students will...) -Understand crime, social status, caste, and class systems.</p>	<p>Essential Question Is being poor a crime?</p>
<p>Teacher Resources Sociology, Thomas (Holt) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources Video on social roles in pre-industrial society.</p>	<p>Teacher Resources Sociology, Thomas (Holt) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources Film: Fresh</p>
<p>Evaluation/Activities Vocabulary Quiz Study of Levinson's Development Stages of Adulthood Section Test</p>	<p>Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster</p>	<p>Evaluation/Activities Vocabulary Quiz Applying Sociology: Observing Norms Case Study: Youth Gangs Interpreting Type of Crimes Unit Test</p>	<p>Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster</p>

Week 9		Week 10	
<p align="center">Performance Standards</p> <p>To explore the topic of social stratification with a discussion of caste systems and class systems.</p>		<p align="center">Performance Standards</p> <p>To explore racial and ethnic relations and to examine the concepts of race, ethnicity, and minority groups.</p>	
<p align="center">Unit/Topic/Lesson UNIT THREE</p> <p>Unit 3 Chapter 9: Social Stratification Section 1-3</p>		<p align="center">Unit/Topic/Lesson UNIT THREE</p> <p>Chapter 10: Racial and Ethnic Relations Sections 1-3</p>	
<p align="center">Objectives (Students will...)</p> <p>-Understand how crime, social status, caste and class systems are inter-related.</p>	<p align="center">Essential Question</p> <p>Do we have a class system in the United States?</p>	<p align="center">Objectives (Students will...)</p> <p>-Understand how crime, social status, caste and class systems are inter-related and how social environments, that are inherently unfair, shape individual and group behavior.</p>	<p align="center">Essential Question</p> <p>What is the role/relationship between race, ethnicity, and class in America today?</p>
<p align="center">Teacher Resources</p> <p>Sociology, Thomas (Holt) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Film: Boys in the Hood</p>	<p align="center">Teacher Resources</p> <p>Sociology, Thomas (Holt) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Film: Billy Elliot</p>
<p align="center">Evaluation/Activities</p> <p>Vocabulary Quiz Case Study: Rural Poor Section Review Interpreting Primary Sources Section Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: Alternative Evaluation: Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <p>Vocabulary Quiz Section Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: Alternative Evaluation: Paper, Project, Poster</p>

Week 11		Week 12	
Performance Standards		Performance Standards	
To focus on the social inequality based on gender, age and health with special attention to the elderly in America.		To explore the family as a social institution.	
Unit/Topic/Lesson UNIT THREE		Unit/Topic/Lesson UNIT FOUR	
Chapter 11: Gender, Age, and Health Sections 1-3		Unit 4 Chapter 12: The Family Sections 1-2	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Identify how race/ethnicity, sex, age determine who we are in this society.	Why do white males (statistically) make more money than any other category of people in the United States?	Identify how race/ethnicity, sex, age determine and define who we are in this society?	Do older people really drive badly? Was Obama's election a turning point in race relations?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Sociology, Thomas (Holt) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead	Sociology, Thomas (Holt) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	TV/Computer Research on the 2008 election
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Vocabulary Quiz Case Study: Women in The Military Interpreting Primary Sources Unit Test	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Vocabulary Quiz Case Study: Alcoholism Applying Sociology: The Changing Family Analysis of Cartoons Section Test	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 13		Week 14	
Performance Standards To discuss the characteristics of economic systems with special attention on economic models of capitalism and socialism in postindustrial America.		Performance Standards To focus on education and religion as social institutions—contemporary issues in education and the function and nature of religion	
Unit/Topic/Lesson UNIT FOUR Chapter 13: The Economy And Politics Sections 1-2		Unit/Topic/Lesson UNIT FOUR Chapter 14: Education And Religion Sections 1-2	
Objectives (Students will...) -Understand the social effects of monopoly, capitalism, and other economic systems (socialism) on our society.	Essential Question Does money make us happy?	Objectives (Students will...) -Understand the social effects of monopoly, capitalism, and other economic systems (socialism) on our society and other societies.	Essential Question If you are not happy with what you have, why do you think more money will make you happy?
Teacher Resources Sociology, Thomas (Holt) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Continue Computer Research	Teacher Resources Sociology, Thomas (Holt) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Overhead
Evaluation/Activities Vocabulary Quiz Section Review Section Test	Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster	Evaluation/Activities Vocabulary Quiz Composing and Essay Section Test	Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster

Week 15		Week 16	
<p align="center">Performance Standards</p> <p>To focus on the institutions of science and sports in a modern environment.</p>		<p align="center">Performance Standards</p> <p>To examine collective behavior and social movements with a special attention to types of collectivities and to the theories that have been developed to explain them</p>	
<p align="center">Unit/Topic/Lesson UNIT FOUR</p> <p>Chapter 15: Science And Sport Sections 1-2</p>		<p align="center">Unit/Topic/Lesson UNIT FIVE</p> <p>Unit 5 Chapter 16: Collective Behavior and Social Structure Section 1-2</p>	
<p>Objectives (Students will...) .-Understand how education, science, even sports are shaped by our economic system.</p>	<p>Essential Question Why do students defer gratification and go to school after they are 16?</p>	<p>Objectives (Students will...) -Define racism and prejudice in the context of genocide and war.</p>	<p>Essential Question How can normal human beings kill babies? Could you?</p>
<p>Teacher Resources Sociology, Thomas (Holt) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources Film: The Breakfast Club</p>	<p>Teacher Resources Sociology, Thomas (Holt) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources Film: Hotel Rwanda</p>
<p>Evaluation/Activities Vocabulary Quiz Unit Test</p>	<p>Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster</p>	<p>Evaluation/Activities Vocabulary Quiz Summarizing Ideas Case Study: Terrorism Section Test</p>	<p>Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster</p>

Week 17		Week 18	
Performance Standards		Performance Standards	
To explain the factors that affect population size, theories of population, and programs for controlling population growth.		To examine theories of social change	
Unit/Topic/Lesson UNIT FIVE		Unit/Topic/Lesson UNIT FIVE	
Chapter 17: Population And Urbanization Sections 1-2		Chapter 18: Social Change and Modernization Sections 1-2	
Objectives (Students will...) Identify moral development and see if it can transcend specific sociological/national/ethnic influences.	Essential Question Was Kohlberg right?	Objectives (Students will...) Identify moral development and see if it can transcend specific sociological/national/ethnic influences.	Essential Question Are people essentially different or similar? Can we generalize? What is sociology?
Teacher Resources Sociology, Thomas (Holt) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Overhead	Teacher Resources Sociology, Thomas (Holt) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Overhead
Evaluation/Activities Vocabulary Quiz Interpreting Charts Projecting Trends Section Test	Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster	Evaluation/Activities Vocabulary Quiz Analyzing Viewpoints Interpreting Primary Sources Unit Test	Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster

Week 19		Week 20	
<i>Performance Standards</i> REVIEW FOR FINAL EXAM		<i>Performance Standards</i> EXAM WEEK	
Unit/Topic/Lesson UNITS REVIEW TEXTBOOK CHAPTERS AND SUPPLEMENTALS		Unit/Topic/Lesson	
Objectives (Students will...) -Demonstrate knowledge of content material as presented in Semester Course -Understand test-taking strategies: multiple choice, open response, and primary source documents	Essential Question What do students know and are able to do?	Objectives (Students will...)	Essential Question
Teacher Resources Study Guides and Preview Materials	Media Resources	Teacher Resources	Media Resources
Evaluation/Activities STANDARDIZED FINAL EXAM FOR SOCIOLOGY (142)	Completion date: Completed by: Comments	Evaluation STANDARDIZED FINAL EXAM FOR SOCIOLOGY (142)	Completion date: Completed by: Comments