

2021 - 2022, HS, Sociology, Quarter 1

Students begin a study of Sociology by examining the units of **Sociological Point of View**, **The Role of Culture in Society**, and the **Functions and Structures of Social Institutions**. The state standards reflect those recommended by the American Sociological Association ([ASA National Standards for High School Sociology](#)). The course complies with [TCA § 49-6-1005](#).

Tennessee State Standards and Learning Expectations

Sociological Point of View

S.01 Describe sociology as a field of study and describe its origins. (C, H)

- Define sociology.
Define and use sociological terms to understand human society and interaction.

S.05 Differentiate among various sociological perspectives or theories on social life (i.e., functionalist perspective, conflict theory, symbolic interaction). (C)

- Name major sociological theorists and analyze their contributions to the discipline.
- Explain the major sociological theoretical perspectives, including structural functionalism, conflict perspective, and symbolic interactionism.

S.02 Compare and contrast sociology with other social sciences. (C)

- Define social science.
- Differentiate between sociology and the other social sciences.

S.03 Explain how hypothesis testing is applied in sociology, including the concepts of independent and dependent variables. (C)

- Define and explain the steps of the scientific method.
- Apply the scientific method to sociological research.
- Differentiate between various qualitative and quantitative research methods, evaluate their strengths and weaknesses, and explain how sociologists use them.

S.04 Evaluate the strengths and weaknesses of major methods of sociological research, (i.e., surveys and interviews, experiments, observations, content analysis). (C)

- Find primary sources versus secondary sources and analyze the usefulness an internet source, table, graph, or group of statistics.

S.06 Evaluate various ethical issues in the study of sociology (e.g., confidentiality, consent, anonymity, and risk of harm). (C)

- Cite samples of unethical experiments that produced tragic results.
- Explain why some historical studies were unethical.
- Articulate the standards for ethical research in sociology today.
- Determine if a research project meets ethical research standards.

Socialization

S.23 Define socialization, and describe the primary agents of socialization (i.e., family, peers, media, schools, religion). (C)

- explain the concept of socialization and how it affects individuals.
- Describe the primary agents of socialization (i.e., family, peers, media, schools, religion) and explain their role in the socialization process.
- Define hidden curriculum and describe how it affects a student's socialization process.

S.12 Differentiate among various sociological perspectives or theories on social life (i.e., functionalist perspective, conflict theory, and symbolic interaction). (C)

- Analyze socialization situations through multiple theoretical lenses.
Explain how functionalism and conflict theory view socialization.

S.22 Explain the process of the social construction of the self (e.g., I and Me, role-taking, generalized other, and identity). (C)

- Differentiate between various theories of self and self-idea development.

S.19 Define and distinguish among social groups, formal organizations, and social institutions. (C, P)

- Define and differentiate among social groups, formal organizations, and social institutions.
- Describe the use and structures of bureaucracies.
- Explain the relationship between bureaucracy and authority.
- Describe how power evolves within an organization.
- Explain the Iron Law of Oligarchy.
- Describe advantages and disadvantages of a bureaucracy.

S.20 Classify types of social groups that exist in society (i.e., reference groups, primary groups, secondary groups, in-groups, and out-groups). (C)

S.21 Describe group roles, their dynamics, and their impact on group behavior. (C)

- Describe groups, categories, and aggregates.
- Describe the characteristics of primary and secondary groups.
- Explain the value of reference groups.
- Define social networks and the way people use them.
- Define and outline the differences among cooperation, conflict, coercion, conformity, and social exchange.
- Explain the utility of cooperation.
- Define conformity and identify its social effects.

S.24 Examine the processes of socialization throughout one's lifespan. (C)

- Recall the stages of development in the life cycle.
- Analyze how the adolescent stage developed as a distinct part of the life cycle.
- Describe five characteristics of adolescence.
- Explain the stages of adult development.
- Discuss late adulthood and its implications for society.

<p>S.27 Analyze various social control techniques (e.g., informal social control, formal social control, stigma, criminalization). (C)</p> <p><i>*This standard will recur in more detail in Quarter 2.</i></p> <ul style="list-style-type: none"> Describe the processes of <u>desocialization</u> and <u>resocialization</u> as used in total institutions. Explain how peer groups encourage anticipatory socialization.
<p>Role of Culture in Society</p>
<p>S.07 Describe components of culture (e.g., nonmaterial culture, norms and values, material culture, and subcultures). (C)</p> <ul style="list-style-type: none"> Explain the role of culture in society. Explain the influences of culture on society. Differentiate between <u>material</u> and <u>nonmaterial culture</u>. Differentiate between real and ideal culture. Describe <u>subcultures</u> and <u>countercultures</u>.
<p>S.08 Explain how the various components of culture form a whole culture. (C)</p> <ul style="list-style-type: none"> Explain cultural universals and why they exist. Explain how culture develops and changes over time.
<p>S.13 Describe how the social structure of a culture affects social interaction. (C)</p> <ul style="list-style-type: none"> Describe how culture explains human behavior. Describe how social structure affects social interaction.
<p>S.09 Define and give examples of cultural norms (e.g., folkways, morality, taboos, laws, social expectations, and manners). (C)</p> <ul style="list-style-type: none"> Define <u>social norm</u>. Explain three basic types of norms.
<p>S.11 Explain how language reflects and transmits culture (e.g., code switching, slang, regional differences). (C, G)</p> <ul style="list-style-type: none"> Describe how language shapes perceptions of the world. Explain what vocabulary can reveal about culture.
<p>S.10 Compare and contrast various cultures of the world. (C, G)</p> <ul style="list-style-type: none"> Compare various cultures of the world by their language, architecture, clothing, geographical influences, race, etc.
<p>S.12 Analyze how culture influences individuals (e.g., ethnocentrism, cultural relativity, culture shock, American values). (C)</p> <ul style="list-style-type: none"> Define and give examples of <u>ethnocentrism</u>. Describe what <u>values</u> are and why they are important. Identify the basic values of the United States.

C – culture, E – economic, G – geography, H – history, P – politics, T – Tennessee, TCA - TN Code Annotated (required)

2021 - 2022, HS, Sociology, Quarter 2

Students explore the ways sociologists view society and how they study the social world by examining the units of **Self, Groups, Socialization, and Deviance, Stratification and Social Inequality**. The standards reflect those recommended by the American Sociological Association ([ASA National Standards for High School Sociology](#)). The course complies with [TCA § 49-6-1005](#).

Tennessee State Standards and Learning Expectations

Deviance

S.25 Define deviance and describe conformity with and deviation from cultural norms. (C)

- Define deviance in a sociological context.
- Differentiate between positive and negative deviance.
- Explain both positive and negative effects of deviance.

S.26 Differentiate among various explanations or theories for deviant behavior (i.e., control theory, anomie theory, differential association theory, labeling theory). (C)

- Analyze how different sociological perspectives view deviance.
- Analyze how various theories explain deviance.

S.27 Analyze various social control techniques (e.g., informal social control, formal social control, stigma, criminalization). (C)

- Describe and identify forces of social control.
- Describe how internal and external social control differ.

S.32 Examine a school or community's response to deviant behavior.

- Analyze ways contemporary society responds to deviant behavior in schools and the community.

S.28 Examine the American criminal justice system's response to deviant behavior.

- Discuss crime and how the major sociological perspectives approach crime and punishment.
- Analyze various frequencies of crimes committed in the United States and current trends in crime and punishment.
- Summarize approaches to criminal behavior, including deterrence, retribution, incarceration, rehabilitation, and alternatives to imprisonment.

Stratification and Social Inequality

S.29 Identify common patterns of social inequality (i.e., privilege, poverty, power, race, ethnicity, class, gender). (C)

S.30 Analyze the effects of social inequality on groups and individuals (e.g., life chances, social problems, achievement, education, inter- and intra- group conflict among groups and individuals). (C)

S.31 Explain how social institutions distribute power among groups and individuals and how institutions can produce, reinforce, or challenge inequality. (C)

- Explain social stratification and the sources of social stratification.
- Explain how the major sociological perspectives view social stratification (conflict v. symbolic interaction theories).
- Explain how the major sociological perspectives view ageism and sexism.
- Explain the concept of the “glass ceiling” and discuss the different opinions of the validity on disparity between women’s and men’s earnings.
- Describe current trends in employment among women and in the number of women holding public office.
- Find patterns of poverty among the elderly and explain how poverty is measured differently among older people.
- Describe the relationship between stratification and social class.
- Define the terms minority, race, and ethnicity and explain the effects of ethnocentrism and assimilation from different perspectives.
- Explain the meaning of minority, race, and assimilation and relate those meanings to groups such as immigrants.
- Differentiate the positive and negative experiences of various ethnic and minority groups in the United States.
- Explain the role of heritage in supporting the bonds of ethnic groups.
- Differentiate among discrimination, prejudice, and bias.
- Describe institutionalized discrimination.
- Describe the effects of stereotypes.
- Analyze the causes and effects of global stratification.
- Differentiate among power, coercion, and authority.
- Describe the differences among charismatic, traditional, and rational-legal authority.
- Explain the phenomena of accommodation, population transfer, and genocide.
- Describe the origins and processes of subjugation and genocide.
- Define and explain class consciousness.
- Identify and describe five basic social classes in the United States.
- Analyze how poverty is measured in the United States and compare poverty in the U.S. to poverty in the rest of the world.
- Summarize governmental initiatives to address poverty and welfare and effectiveness or lack of.
- Summarize the political power of the elderly as well as various racial and ethnic populations.
- Describe types of social mobility.
- Summarize trends in American social mobility, including increased mobility after World War II and current downward trends for the middle class.
- Compare aspects of caste and open-class systems.
- Describe the effects of social stratification on groups and individuals.

- Describe how prestige is recognized and attached to social position.

Functions and Structures of Social Institutions

S.14 Identify the role and effectiveness of social institutions (C)

- Evaluate components of the major social institutions through the lenses of the three major sociological perspectives.
- Explain the meaning of the term *family* and differentiate between nuclear and extended families.
- Outline the merit-based nature of public education and explain the relationship between education and meritocracy.
- Define and explain the social significance of educational equality.
- Describe what educational equality means for all Americans.
- Explain the uses of school desegregation and compensatory education.
- Describe how schools socialize students.
- Explain the complex role of teachers in the classroom.
- Differentiate among democracy, totalitarianism, and authoritarianism.
- Identify the agents involved in political socialization.
- Describe the two major models of political power: pluralism and elitism.
- Define corporation.
- Analyze why top corporate officials have tremendous influence on government decisions.
- Describe the shape of the United States occupational structure.
- Explain the sociological meaning of religion.
- Describe the different forms of religious organizations.
- Describe the origins of religious freedom in the United States.

S.15 Identify and evaluate the functions of social institutions (e.g., family, education, religion, economy, government). (C)

- Describe how different family structures relate to inheritance, authority, and place of residence.
- Identify different forms of marriages.
- Identify the reasons people marry and divorce.
- Explain different norms and laws about marriage across diverse cultures.
- Explain the functions of education.
- Outline the ways in which education is a socializing process.
- Explain how education benefits both individuals and society.
- Describe the unseen functions of education.
- Identify education's hidden curriculum and its uses.
- Explain how the three major sociological perspectives view the function of political power.

- Explain how capitalism has reduced extreme poverty, created a middle class, and encourages entrepreneurs.
- Explain the arguments some make against capitalism.
- Describe the beliefs of socialism and the failure of socialist economies.
- Explain how most nations have mixed economic systems.
- Analyze the role of government and the economy under the U. S. Constitution.
- Analyze the ways in which people display religiosity.
- Analyze how religion, politics, and class are related.

S.16 Explain how social problems can be a result of ineffective institutions (e.g., crime, poverty). (C, P)

- Summarize and discuss the extent of family violence in the United States.
- Identify more democratic options to the conventional model of education.
- Explain the desire to return to a focus on reading and mathematics.

S.17 Explain how social institutions and cultures change and evolve due to historical changes, globalization, the Internet age, countercultures, and social movements. (C, E, G, H)

- Describe how corporate political power is enhanced by interlocking directorates and conglomerates.
- Discuss positive and negative effects of multinational corporations.
- Describe trends in marriage and divorce, as well as probable future changes in American families.
- Explain how marriage and divorce rates have changed over time.
- Analyze current and projected trends for marriage.
- Describe alternatives to the current system of public education.
- Differentiate among the primary, secondary, and tertiary sectors of the economy and explain how they have changed over time.
- Identify how downsizing and contingent employment are changing the United States occupational structure.
- Outline trends in secularization and fundamentalism in the United States.

S.18 Distinguish status from role. (C)

- Define and differentiate between ascribed status and achieved status.
- Define and identify a status set.
- Define and identify master status.
- Define role.
- Explain how individuals behave in a role.
- Describe role conflict and role strain.
- Distinguish status from role.

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