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|  |  2019-2020Sociology  |

<http://socialstudies.dmschools.org/electives.html>

<http://grading.dmschools.org>

<http://dmschools.org>

**Sociology At A Glance**

1 semester – .5 credit

This course is designed to provide students with a basic understanding of the society in which they live by analyzing and evaluating the function of major social institutions, the effects of social change, and the origin and impact of prejudice, discrimination, stereotyping, and social stratification. This course will help students develop a broad understanding of culture and the ability to think objectively as they seek solutions to current social problems.

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| SEMESTER  | **Unit 1: Origins and Methods** | **Unit 2: Culture** | **Unit 3: Social Structures** | **Unit 4: Deviance and Criminal Behavior** | **Unit 5: Social Stratification and Collective Behavior** |
| Topic Scales to be reported in IC | Origins and Methods | Culture | Social Structures | Deviance and Criminal Behavior | Social Stratification and Collective Behavior |
| Reporting frequency of topic scores | **3 weeks** | **4.5 weeks** | **4.5 weeks** | **3 weeks** | **3 weeks** |
| *Approximate beginning and end dates for the topics* | 8/23 – 9/13 | 9/16 – 10/11 | 10/14 – 11/15 | 11/18 – 12/12 | 12/16 – 1/15 |
| *Standards Addressed* |  |  |  |  |  |

**Standards-Referenced Grading Basics**

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| **Evidence shows the student can...** | **Topic Score** |
| Demonstrate all learning targets from Level 3 and Level 4 | 4.0 |
| Demonstrate all learning targets from Level 3 with partial success at Level 4 | 3.5 |
| Demonstrate all learning targets from Level 3 | 3.0 |
| Demonstrate at least half of the Level 3 learning targets | 2.5 |
| Demonstrate all learning targets from Level 2 but fewer than half of the learning targets from Level 3 | 2.0 |
| Demonstrate at least half of the Level 2 learning targets and none of the Level 3 learning targets | 1.5 |
| Demonstrate fewer than half of the learning targets from Level 2 and none of the Level 3 learning targets | 1.0 |
| Produce no evidence appropriate to the learning targets at any level | 0 |

**Our purpose in collecting a body of evidence is to:**

• Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.

• Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.

• Show student learning of Level 3 targets through multiple and varying points of data

• Provide opportunities for feedback between student and teacher.

**Scoring**

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

**Guiding Practices of**

**Standards-Referenced Grading**

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester’s end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

**\*\*\*Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores**.

**Multiple Opportunities**

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning (see information in [SRG Handbook](http://gradingsecondary.dmschools.org/uploads/1/3/2/2/13224522/2018-19_dmps_srg_handbook_for_printing_forrest_yes_asof_4-9-19.pdf))

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

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| Unit 1: Origins and Methods |
| **Essential Question: How did sociology develop? What are the instruments used to conduct sociological research? 3 weeks** **Big Idea:** *In this unit, students will explore pioneers in the field of sociology as well as major perspectives such as functionalism, conflict, and interactionist.**Students also understand the approaches used by these social scientists to conduct research and answer complex questions about the world around them* |
| Scales |
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| These are the grading categories in Infinite Campus. When collecting evidence related to the 3, it will be recorded in these topics. |  | The Level 3 targets are the grade level expectation for students in any class. These are directly related to State of Iowa standards in the courses provided. \*\*\***This is where your instruction should live and what should be assessed.** \*\*\* | *Level 2 knowledge should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question to complete this process:*** *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?*
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| **Origins and Methods** | In addition to meeting the entire learning goal, a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.**Possible Task:** \*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LT1-Examine how** social changes led to the development of Sociology as a social science. **LT2-Distinguish** between the major perspectives in Sociology.**LT3-Select a research method and test** a hypothesis on a social behavior or opinion. | **Learning to be included when teaching LT1:** * Define sociology
* Describe the impact of the European Industrial
* Revolution on the development of Sociology.
* Identify and describe the contribution of the pioneers of sociology.

**Learning to be included when teaching LT2 :*** Describe the major sociology perspectives.
* Contrast the functionalist, conflict, and interactionist perspectives**.**

**Learning to be included when teaching LT3:** * List the steps of the scientific method.
* Examine the different research methods.
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| Unit 2: Culture |
| **Essential Question: How are we influenced by culture and society? 4.5 weeks** **Big Idea:** *In this unit, students will explore the meaning of culture and cultural variations. Culture is made up of all the shared products, both physical and abstract, of human groups. While specific products differ between cultures, all cultures are made up of the same five basic components. Cultural variations exist, however, and cultures change over time. Students learn about values, norms, folkways, etc.* |
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| **Culture** | In addition to meeting the entire learning goal, a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.**Possible Task:** * Evaluate the impact of cultural values and norms on individual behaviors.

\*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LT4-Analyze** the influence of material and non-material aspects of culture.  **LT5-** **Investigate the impact** of the Elements of Culture (technology, symbols, language, values, and norms) on social behaviors and beliefs.**LT6 -** **Develop an argument** whether conformity or adaptation strengthens a society. | **Learning to be included when teaching LT4:** * Describe material and non-material culture.
* Describe the importance of material and non-material culture.
* Compare and contrast material and non-material culture.

**Learning to be included when teaching LT5 :*** Define and list examples of technology, symbols, language, values, and norms.
* Describe cultural universals.
* Explain ethnocentrism.
* Identify the American Values: Personal achievement, Progress & Material Comfort, Work, Individualism, Efficiency & Practicality, Morality & Humanitarianism, Democracy & Equality, Freedom.

**Learning to be included when teaching LT6:** * Describe conformity and its purposes.
* Explain different forms of adaptation.
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| Unit 3: Social Structures |
| **Essential Question: How do social forces and structures shape who we are and what we do? 4.5 weeks** **Big Idea:** *In this unit, students develop an understanding of social structures, types of social interaction, types of societies, etc. Students will identify five common forms of social interaction and understand how societies are classified by sociologists. From a look at society, students will drill down to understanding the development of someone’s personality, theories regarding one’s self, and agents of socialization.*  |
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| **Social Structures** | In addition to meeting the entire learning goal, a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.**Possible Task:** \*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LT7 -** **Assess** the debate between nature and nurture.**LT8 -** **Defend** which theory of socialization is most accurate in determining individual personality development.**LT9 -** **Analyze how** status, roles, groups, change depending on social institutions and social structures that we are part of.**LT10 - Evaluate** social issues facing teenagers such as sexuality/dating, drug use, and bullying/suicide and its impact on them. | **Learning to be included when teaching LT7:** * Identify factors in personality development: heredity, parental characteristics, birth order, and cultural environment

**Learning to be included when teaching LT8:*** Summarize the key components ofTabula Rasa, Looking Glass Self, Role Taking, Dramaturgy.
* List the agents of socialization: family, peers, school, and mass media.

**Learning to be included when teaching LT9:** * Explain the connection between statuses and roles.
* Define the purposes of the major social institutions – family, religion, education, government & economy.

**Learning to be included when teaching LT10:** * Identify characteristics of adolescent years.
* Classify concerns for teens with respect to sexuality, drug use and suicide
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| Unit 4: Deviance and Criminal Behavior |
| **Essential Question: What is deviance? Why do some people behave deviantly? 3 weeks** **Big Idea:** *In this unit, students explore social control, deviance, and crime. Norms must be followed for a society to run smoothly, and they are enforced through internalization and sanctions. Deviance, which is behavior that violates social norms, serves a purpose in society. Students learn to distinguish between deviance and crime. Students examine different types of crime, the concept of recidivism, and the methods used by the justice system in the U.S.*  |
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| **Deviance and Criminal Behavior** | In addition to meeting the entire learning goal, a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.**Possible Task:** \*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LT11 -** **Compare & contrast** deviance and criminal behavior and types of sanctions.**LT12 –** **Defend** how the functions of deviance benefit a society.**LT13 -** **Research** details of a specific type of crime and propose a method to reduce that criminal behavior. | **Learning to be included when teaching LT11:** * Define deviance and criminal behavior**.**
* Explain how internalization of norms is related to sanctions.
* Describe a stigma.
* Identify and describe the types of sanctions used to control social behavior.

**Learning to be included when teaching LT12:*** Categorize the different positive outcomes of deviance.
* Take a stance on the benefits of deviance.

**Learning to be included when teaching LT13:** * Identify the types of crimes: violent, property, victimless, white collar, and organized.
* Critique the effectiveness of (Retribution, Deterrence, Rehabilitation, & Social protection) in dealing with criminal behaviors.
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| Unit 5: Social Stratification and Collective Behavior |
| **Essential Question: How does our society influence our ability to move on the social ladder? 3 weeks** **Big Idea:** *In this unit, teachers have an opportunity to focus on different types of social behavior: social stratification or collective behavior.* *Social Stratification: With this focus, students explore the six class divisions used when describing the American class system and dive deep into understanding poverty. Race, ethnicity, and minority groups are studied so that students might understand the concepts and causes of discrimination and prejudice.* *Collective Behavior: Collective behavior is divided into three broad categories: crowds, collective preoccupations, and public opinion. Students explore these categories, the explanations provided by sociologists, social movements, and the concept of social change.*  |
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| **Social Behavior – Social Stratification** | In addition to meeting the entire learning goal, a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.**Possible Task:** \*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LT14 -** **Classify the difference** between prejudices, discrimination.**LT15 - Create** an American class system and justify the levels of each with specific characteristics. | **Learning to be included when teaching LT14:** * Define ageism, ethnicity, prejudice, discrimination, and racism, sexism, etc.

**Learning to be included when teaching LT15:*** Identify class structure, social mobility, income level, location, education and poverty, etc.
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| **Social Behavior – Collective Behavior** | **LT16 - Investigate** a social movement and collective behavior and summarize its impact on the society. | **Learning to be included when teaching LT16:*** Define collective behavior.
* Identify & explain the types of collective behavior (crowds, mobs, riots, panics, mass hysteria, fads, fashions, rumors, urban legends, and public opinion.)
* Define social movement.
* Describe the four types of social movements.
* (Reactionary, Conservative, Revisionary, Revolutionary)
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