

# Social Studies: Sociology

**Unit:** I. What is sociology

**Time Line:** 2.5 weeks

## Unit Sub-Topics:

- History of sociology
- Empirical studies
- Themes

## Wisconsin State Standards:

E12.1, E12.2, E12.7, E12.12, E12.15  
E12.17

## Learner Outcomes:

- Students will demonstrate an understanding of the history of sociology, which will include recognition of the major theorists in sociology: Karl Marx, Herbert Spencer, Emile Durkheim, Max Weber, Talcott Parson, and Robert Merton.
- Students will demonstrate an understanding of empiricism by constructing a study which uses the empirical methods of the source of information gathering.
- Students will explain the social science, which include: cultural anthropology, economics, history, political science, social work, psychology, and social psychology.
- Students will discover an understanding of paradigms in our society. Included will be the effects of paradigm paralysis and paradigm shifts.
- Students will demonstrate a complete understanding of the functional and conflict theory.
- Students will show the basis and application of these theories.

## Instructional Strategies:

Lecture

Video

Research

Small group/cooperative activities

## Integration:

History

Psychology

Science

## Suggested Activities/Resources:

- Textbook
- Video
- Groupwork

## Suggested Assessments:

- Project
- Teacher assessment
- Participation
- Essays

# Social Studies: Sociology

**Unit:** II. Sociology

**Time Line:** 2.5 Weeks

## Unit Sub-Topics:

- Behavioral theories
- Psychological theories
- Sociological theories

## Wisconsin State Standards:

E12.1, E12.2, E12.7, E12.9, E12.15

## Learner Outcomes:

- Students will demonstrate an understanding of the factors that contribute to the life-long socialization process. Emphasis will be placed on the family, school, peer groups, and mass media as contributing factors.
- Students will differentiate between nature and nurture.
- Students will identify the effects of deprivation towards normal development.
- Students will demonstrate an understanding of the self, which includes: statuses and social identity.
- Students will demonstrate an understanding of the Looking Glass Theory of development according to Charles Cooley.
- Students will demonstrate an understanding of childhood development stages (preparatory, play, and game) according to George Mead.
- Students will demonstrate an understanding of Sigmund Freud's theory of Psychoanalysis.
- Students will demonstrate an understanding of Erik Erickson's eight stages of development toward maturity.
- Students will demonstrate an understanding of Daniel Levinson's idea of adult.
- Students will demonstrate an understanding of Jean Piaget's theory of cognitive development and Lawrence Kohlberg's theory of Moral development.

## Instructional Strategies:

- A. Lecture
- B. Video
- C. Small groups
- D. Current events
- E. Music

## Integration:

- A. History
- B. Psychology
- C. Science

## Suggested Activities/Resources:

- Video class
- Current Friday
- Music

## Suggested Assessments:

Teacher assessment

# Social Studies: Sociology

**Unit:** III Culture and Ethnic Groups

**Time Line:** 2.5 weeks

**Unit Sub-Topics:**

- Definitions
- Components of culture
- Cultural change

**Wisconsin State Standards:**

E12.2, E12.3, E12.4, E12.5, E12.6,  
E12.8, E12.10, E12.11

**Learner Outcomes:**

- Students will demonstrate an understanding of the concepts of culture, which include; culture, shock, ethnocentrism, and culture relativism.
- Students will demonstrate an understanding of the components of culture, which include: material, non-material, normative, and cognitive culture.
- Students will show an understanding of environmental determinism.
- Students will demonstrate an understanding of how cultural change occurs through innovation, traits, diffusion, and reformulation.
- Students will demonstrate an understanding of cultural adaptation, specialization, generalized adaptability, and cultural lag.
- Students will demonstrate understanding of subculture, which include: ethnic occupational, religious, political geographical, social class, and deviant. Special emphasis will be given to countercultures.
- Students will demonstrate an understanding of cultural universals, which include: division of labor, incest/taboo, rites of passage, and ideologies.
- Students will demonstrate an understanding of the concepts of ethnic groups. Included will be an individual presentation of an ethnic group of their choice.
- Students will prepare and acquire an appreciation of various ethnic foods.

**Instructional Strategies:**

- A. Lecture
- B. Small group activities
- C. Video
- D. Outside readings

**Integration:**

Psychology  
Geography  
History

**Suggested Activities/Resources:**

- Textbook
- Outside readings
- Video
- Internet

**Suggested Assessments:**

- Teacher assessment
- Participation/Teacher observation
- Test/Quiz
- Essays

# Social Studies: Sociology

**Unit:** IV Racial and Minority Groups

**Time Line:** 2.5 weeks

## Unit Sub-Topics:

- Slavery
- Gender
- Genocide
- Genetics
- Disabilities

## Wisconsin State Standards:

E12.2, E12.3, E12.4, E12.5, E12.6,  
E12.8, E12.9, E12.11, E12.12



## Learner Outcomes:

- Students will demonstrate an understanding of the concept of racial groups. This concept will include genetic, legal, and social differences.
- Students will demonstrate an understanding of the concept of minority groups. Minority groups to be studied include: racial, homosexual, religious, handicapped, women, young and old, ethnic, and poor.
- Students will demonstrate an understanding of oppression. Students will need to differentiate dominate and subordinate groups.
- Students will be able to sketch the cycle of oppression.
- Students will demonstrate an understanding of prejudice; why it exists, where we acquire it, and five forms of prejudice.
- Students will demonstrate an understanding of the patterns in cultural, ethnic racial, and minority relations. These include: assimilation, pluralism, subjugation, segregation, expulsion, and annihilation.

## Instructional Strategies:

- A. Lecture
- B. Outside resource/reading.
- C. Video
- D. Current events

## Integration:

- A. Science
- B. Religion
- C. History

## Suggested Activities/Resources:

- Video
- Speaker, UWL, minorities studies
- Web resources
- Lecture

## Suggested Assessments:

- Text/teacher assessment
- essay/current
- Participation

# Social Studies: Sociology

**Unit:** V Gender Roles

**Time Line:** 2.5 weeks

## Unit Sub-Topics:

- Definitions
- Nature vs. Nurture (biology vs. socialization)
- Theories of gender
- Gender inequalities

## Wisconsin State Standards:

E12.1, E12.2, E12.3, E12.4, E12.5,  
E12.12, E12.17



## Learner Outcomes:

- Students will be able to differentiate between sex and gender.
- Students will demonstrate an understanding for the historical aspects of gender roles and the role religion has played in the determination of gender roles.
- Students will demonstrate an understanding between biological and socialization impacts of gender role development.
- Students will state three factors that contribute to a persons gender identify.
- Students will be able to apply the functional and conflicts theory to explain gender inequalities.
- Students will demonstrate an understanding of childhood, adolescence, and adulthood gender role socialization.
- Students will demonstrate an understanding of inequalities in the work-place.

## Instructional Strategies:

- A. Lecture
- B. Small group activity
- C. Classroom activity
- D. Discussion
- E. Video

## Integration:

- A. Science (biology)
- B. History
- C. Geography
- D. Religion

## Suggested Activities/Resources:

- Lecture
- Discussion
- Video "Are Boys & Girls the Same?"
- Outside readings
- Class Activities
- Magazine

**Suggested Assessments:**

- Teacher assessment
- Participations
- Tests/Quiz
- Essays