

Subject: Sociology Grade: 11-12 Timeline: Semester I/II Scheduled Revision: TBD

Unit: Sociology Total Time for Instruction: 8-10 weeks Sequential Significance: Unit 1

Teacher's Comment: _____

NYS: 1: History of the United States and New York, 2: World History

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings - new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
		<p>Assessment/Evidence of Learning: All levels of Bloom - Problem Solving - Planning Mechanical/motor - Process Application/Transfer Math - Measurement - Graphing - Inquiry</p>
<p>Students should understand what sociology is, the foundations of sociology, and how it can be applied to study groups.</p>	<p>The students must know:</p> <p><u>Foundations of Sociology</u> Sociology is the scientific study of the patterns of human group life.</p> <p>The Sociological Perspective includes the beliefs that:</p> <ul style="list-style-type: none"> • individuals belong to groups • groups influence our behavior • groups take on the characteristics of their members • Sociologists focus on the behavior pattern of groups <p>The Founders of Sociology include:</p> <ul style="list-style-type: none"> • August Comte • Herbert Spencer • Karl Marx • Emile Durkheim • Max Weber <p>Research Methods in sociology include:</p> <ul style="list-style-type: none"> • the Scientific Method • observation • survey • case study 	<p>The students must be able to:</p> <p><u>Foundations of Sociology</u> Define sociology.</p> <p>Identify the beliefs that make up the Sociological Perspective.</p> <p>Identify the Founders of Sociology and the contributions made by each.</p>

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	<p>The students must know:</p> <p>Ethical Guidelines for research (according to APA Guidelines, 1992) include:</p> <ul style="list-style-type: none"> • obtain the informed consent of potential participants • protect participants from harm and/or discomfort • protect confidentiality • full disclosure <p>Issues of reliability and validity include the following topics:</p> <ul style="list-style-type: none"> • bias • the Hawthorne effect • the “Looking-Glass Self” • random stratified sample <p><u>Social Structure</u> Elements, or components, of culture include:</p> <ul style="list-style-type: none"> • Language (verbal v. nonverbal, symbols) • Values • Norms • Mores • Folkways <p>Socialization is the process by which a society teaches its culture.</p>	<p>The students must be able to:</p> <p>Discuss the importance of the Ethical Guidelines for research.</p> <p>Discuss one of the issues of reliability and validity from the following topics:</p> <ul style="list-style-type: none"> • bias • the Hawthorne effect • the “Looking-Glass Self” • random stratified sample <p><u>Social Structure</u> Identify the elements, or components, of culture.</p> <p>Define socialization.</p>

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	<p>The students must know:</p> <p>Institutions of Socialization include:</p> <ul style="list-style-type: none"> • family • education • religion • government • economy • media • peers <p>Elements that affect one's socialization include:</p> <ul style="list-style-type: none"> • social class (based on education, income, and occupation) • ethnicity • gender • age <p>Terms:</p> <table border="0"> <tr> <td>achieved status</td> <td>role</td> </tr> <tr> <td>ascribed status</td> <td>role conflict</td> </tr> <tr> <td>conformity</td> <td>role strain</td> </tr> <tr> <td>counter culture</td> <td>secondary group</td> </tr> <tr> <td>cultural diversity</td> <td>socialization</td> </tr> <tr> <td>cultural diffusion</td> <td>status</td> </tr> <tr> <td>cultural relativity</td> <td>symbols</td> </tr> <tr> <td>cultural shock</td> <td>subculture</td> </tr> <tr> <td>primary group</td> <td></td> </tr> </table>	achieved status	role	ascribed status	role conflict	conformity	role strain	counter culture	secondary group	cultural diversity	socialization	cultural diffusion	status	cultural relativity	symbols	cultural shock	subculture	primary group		<p>The students must be able to:</p> <p>Identify and discuss the institutions of socialization.</p> <p>Compare and contrast two or more of the institutions of socialization and their impact.</p>
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		<p>Assessment/Evidence of Learning: All levels of Bloom - Problem Solving - Planning Mechanical/motor - Process Application/Transfer Math - Measurement - Graphing - Inquiry</p>
	<p>The students must know:</p> <p>In applying the knowledge of sociology, teachers may choose to explore additional topics in a more in-depth fashion. This list may include any of the following topics, or appropriate ones not listed here:</p> <ul style="list-style-type: none"> • Collective Behavior • Counter cultures • Crime and Punishment • Death and Dying • Deviance • Ethics • Fads and Fashion • Gender Roles • The Holocaust • Marriage and Family • Poverty 	<p>The students must be able to:</p> <p>Apply their knowledge of sociology by discussing, debating, researching, and/or analyzing one or more of the following topics, or an appropriate one not listed here:</p> <ul style="list-style-type: none"> • Collective Behavior • Counter cultures • Crime and Punishment • Death and Dying • Deviance • Ethics • Fads and Fashion • Gender Roles • The Holocaust • Marriage and Family • Poverty

Subject: Sociology Grade: 11-12 Timeline: Semester I/II Scheduled Revision: TBD

Unit: Psychology Total Time for Instruction: 8-10 weeks Sequential Significance: Unit 2

Teacher's Comment: _____

NYS: 1: History of the United States and New York, 2: World History

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings - new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
		<p>Assessment/Evidence of Learning: All levels of Bloom - Problem Solving - Planning Mechanical/motor - Process Application/Transfer Math - Measurement - Graphing - Inquiry</p>
<p>Students should understand what psychology is, the foundations of psychology, and how it is applied.</p>	<p>The students must know:</p> <p><i>Teachers may use a variety of instructional strategies to address the transition from the study of society to the study of the individual. (See Phase II)</i></p> <p><u>What is Psychology?</u> Schools of Psychology/Historical Perspectives include:</p> <ul style="list-style-type: none"> • Psychoanalytical: Freud, Jung • Behaviorist: Skinner, Pavlov, Watson • Humanistic: Mazlow, Rogers • Cognitive: Piaget, Erickson • Neuro-biological <p><u>The Development of Self/Personality</u> Neuro-biological - The structure of the brain includes:</p> <ul style="list-style-type: none"> • left and right hemispheres • limbic system • lobes <p>Topics of study related to the brain include:</p> <ul style="list-style-type: none"> • hemispheric specialization • nature v. nurture • memory • sensation and perception 	<p>The students must be able to:</p> <p><u>What is Psychology?</u> Discuss the different schools of Psychology/Historical Perspectives.</p> <p><u>The Development of Self/Personality</u> Identify the left and right hemispheres, limbic system, and lobes of the brain.</p>

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		<p>Assessment/Evidence of Learning: All levels of Bloom - Problem Solving - Planning Mechanical/motor - Process Application/Transfer Math - Measurement - Graphing - Inquiry</p>
	<p>The students must know:</p> <ul style="list-style-type: none"> • functions of the parts of the brain • motivation • emotion • vision and hearing <p><i>Note: Teachers may include instruction on one or more of the topics listed above regarding the study of the brain. Students will not be assessed on all of the topics listed.</i></p> <p><u>Acquisition of Knowledge/Changing Behavior</u> The acquisition of knowledge is a lifelong process that may affect behavior.</p> <p>Possible topics related to the acquisition of knowledge include:</p> <ul style="list-style-type: none"> • conditioning • learning theories • multiple intelligences • human development <p><u>Psychological Disorders and Therapies</u> A psychological disorder is a behavior that is judged to be maladaptive, atypical, disturbing, and unjustifiable.</p> <p>Psychological disorders may include:</p> <ul style="list-style-type: none"> • anxiety disorders (panic, phobias, generalized, and obsessive-compulsive) 	<p>The students must be able to:</p> <p><u>Acquisition of Knowledge/Changing Behavior</u></p> <p><u>Psychological Disorders and Therapies</u> Define psychological disorder.</p> <p>Give examples of psychological disorders.</p>

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		Assessment/Evidence of Learning: All levels of Bloom - Problem Solving - Planning Mechanical/motor - Process Application/Transfer Math - Measurement - Graphing - Inquiry
	The students must know: <ul style="list-style-type: none">• disassociative and personality disorders• mood disorders (depression and bi-polar)• schizophrenia Therapies for psychological disorders may include: <ul style="list-style-type: none">• psychological treatment• bio-medical treatment	The students must be able to:

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