

Sociology

Social Studies
Curriculum Framework

Revised 2014

Course Title: Sociology
 Course/Unit Credit: 0.5
 Course Number: 474500
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
 Grades: 9-12

Sociology

Course Focus and Content

Sociology is a one-semester social studies elective course, which introduces students to the social systems that are the foundation of society. An emphasis is placed on culture, social status, social institutions, and social problems, as well as resulting behaviors. Using the tools and techniques of sociologists, students will examine the causes, consequences, and possible solutions for various social issues. Students will read major sociological theorists as well as consider how sociologists approach issues.

Skills and Application

Throughout the course, students will develop and apply disciplinary literacy skills: reading, writing, speaking, and listening. As students seek answers to compelling and supporting questions, they will examine a variety of primary and secondary sources and communicate responses in multiple ways, including oral, visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens. Sociology does not need Arkansas Department of Education approval.

The acquisition of content knowledge and skills is paramount in a robust social studies program rooted in inquiry. The chart below summarizes social studies practices in Dimensions 1, 3, and 4 of The College, Career, & Civic Life C3 Framework for Social Studies State Standards. These practices should be addressed throughout Grades K-12, building as students acquire the skills. Dimension 2 sets forth the conceptual content, and the alignment to this dimension is embedded in the student learning expectations (SLEs).

Dimension 1 – Questions	Dimension 3 – Sources and Evidence	Dimension 4 – Communicating Ideas
1. Construct compelling questions that promote inquiry around key ideas and issues	4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use	6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies
2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations	5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims and counterclaims and providing explanations	7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others
3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view		8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, proposing solutions or assessing strategies and options for action while applying deliberative processes
Engage in disciplinary thinking across the social sciences in Grades K-12		

Strand	Content Standard
Sociological Perspective and Methods of Inquiry	
	1. Students will analyze the sociological perspective.
	2. Students will analyze the methods and strategies of researching social issues.
Social Structure	
	3. Students will evaluate the cultural interaction between individuals and society.
	4. Students will analyze the evolution of social structures and culture.
Social Relationships	
	5. Students will evaluate socialization and its impact on individuals and groups.
Stratification and Inequality	
	6. Students will evaluate the effects of social stratification on groups and individuals.
	7. Students will analyze the effects of social inequality.

Notes:

1. Words that appear in italics within this document are defined in the glossary.
2. The examples given (e.g.,) are suggestions to guide the instructor.
3. Arkansas ELA Standards (ELA-Literacy alignment) key, R.CCR.1 = College and Career Ready Anchor Standard.Reading.1
4. College, Career, & Civic Life C3 Framework for Social Studies State Standards (C3 alignment) key, D2.His.1.9-12 = Dimension 2.History. 1st K-12 Pathway.Grades 9-12.
5. The course strands, content standards, and the SLEs are meant to be taught in an integrated manner.
6. The Arkansas Department of Education course curriculum framework is intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught; these decisions are left to local districts.

Strand: Sociological Perspective and Methods of Inquiry
 Content Standard 1: Students will analyze the sociological perspective.

		ELA-Literacy Alignment	C3 Alignment
SPMI.1.S.1	Analyze the development of the field of sociology including contributions of various individuals, using a variety of sources	R.CCR.1, 2, 4, 7, 9 W.CCR.2, 4, 7, 8, 9 SL.CCR.1, 2, 4	D2.Soc.1.9-12
SPMI.1.S.2	Compare and contrast the theoretical perspectives used by sociologists (e.g., <i>functional perspective, conflict perspective, interaction perspective</i>)	R.CCR.1, 2, 3, 4, 7, 8, 9, 10 W.CCR.2, 4, 7, 8, 9 SL.CCR.1, 4	D2.Soc.1.9-12 D4.4.9-12

Strand: Sociological Perspective and Methods of Inquiry
 Content Standard 2: Students will analyze the methods and strategies of researching social issues.

		ELA-Literacy Alignment	C3 Alignment
SPMI.2.S.1	Analyze methods and tools of research used to study human society	R.CCR.1, 2, 3, 7, 9 W.CCR.2, 7, 8, 9 SL.CCR.1, 2, 3, 4	D2.Soc.4.9-12 D4.5.9-12
SPMI.2.S.2	Collect and analyze data designed to answer a sociological question	R.CCR.1, 7 W.CCR.1, 4, 7, 8, 9 SL.CCR.1, 4, 5	D2.Soc.4.9-12 D3.1.9-12

Strand: Social Structure

Content Standard 3: Students will evaluate the cultural interaction between individuals and society.

		ELA-Literacy Alignment	C3 Alignment
SS.3.S.1	Analyze ways <i>culture</i> influences individuals using a variety of sources	R.CCR.1, 2, 4, 6, 7, 8, 9 W.CCR.2, 4, 7, 8, 9 SL.CCR.1, 3, 4	D1.2.9-12 D2.Soc.6, 7.9-12
SS.3.S.2	Assess the role social institutions play in society	R.CCR.1, 2, 7, 8, 9 W.CCR.2, 7, 8, 9 SL.CCR.1, 2, 4	D1.5.9-12 D2.Soc.9.9-12

Strand: Social Structure

Content Standard 4: Students will analyze the evolution of social structures and culture.

		ELA-Literacy Alignment	C3 Alignment
SS.4.S.1	Discuss key components of <i>culture</i>	R.CCR.9 W.CCR.2, 7, 8, 9 SL.CCR.4	D2.Soc.6.9-12
SS.4.S.2	Compare and contrast how <i>cultures</i> change and resist change	R.CCR.1, 9 W.CCR.2, 7, 8, 9 SL.CCR.1, 2, 4	D2.Soc.7.9-12
SS.4.S.3	Examine the importance of norms and values to a <i>culture</i> and the effects on social structure	R.CCR.1, 2, 3, 4, 8 W.CCR.2, 7, 8, 9 SL.CCR.1, 4	D2.Soc.6, 10.9-12

Strand: Social Relationships

Content Standard 5: Students will evaluate socialization and its impact on individuals and groups.

		ELA-Literacy Alignment	C3 Alignment
SR.5.S.1	Analyze the role of <i>socialization</i> agents in human development (e.g., family, school, peer groups, mass media)	R.CCR.1, 2, 7, 8, 9 W.CCR.2, 7, 8, 9 SL.CCR.1, 4	D1.1.9-12 D2.Soc.11.9-12
SR.5.S.2	Evaluate the role of norms and values in society	R.CCR.1, 2, 7, 8, 9 W.CCR.2, 7, 8, 9 SL.CCR.1, 2, 4	D2.Soc.14.9-12 D3.1.9-12
SR.5.S.3	Analyze the relationship between groups and individuals in society	R.CCR.1, 2, 3, 7, 8, 9 W.CCR.2, 7, 8, 9 SL.CCR.1, 4	D2.Soc.12, 13, 14.9-12
SR.5.S.4	Examine societal changes over time and factors influencing those changes	R.CCR.1, 2, 3, 7, 8, 9 W.CCR.2, 7, 8, 9 SL.CCR.1, 4	D2.Soc.14.9-12

Strand: Stratification and Inequality

Content Standard 6: Students will evaluate the effects of social stratification on groups and individuals.

		ELA-Literacy Alignment	C3 Alignment
SI.6.S.1	Analyze common patterns of social stratification	R.CCR.1, 2, 3, 7, 8, 9 W.CCR.2, 7, 8, 9 SL.CCR.1, 4	D1.5.9-12 D2.Soc.15, 17, 18.9-12
SI.6.S.2	Evaluate effects of social stratification on groups and individuals using a variety of sources	R.CCR.1, 2, 3, 6, 7, 8, 9 W.CCR.2, 7, 8, 9 SL.CCR.1, 4	D2.Soc.16.9-12 D4.1.9-12

Strand: Stratification and Inequality

Content Standard 7: Students will analyze the effects of social inequality.

		ELA-Literacy Alignment	C3 Alignment
SI.7.S.1	Examine factors that lead to social inequality	R.CCR.1, 2, 3, 7, 8, 9 W.CCR.2, 7, 8, 9 SL.CCR.1, 4	D2.Soc.18.9-12 D4.6.9-12
SI.7.S.2	Analyze various responses to inequality from multiple perspectives using primary and secondary sources	R.CCR.1, 2, 3, 4, 7, 8, 9 W.CCR.2, 7, 8, 9 SL.CCR.1, 3	D1.2.9-12 D2.Soc.18.9-12

Glossary for Sociology

Conflict perspective	Emphasizes conflict, competition, change, and constraint within a society
Functional perspective	Emphasis of contribution of each part of society (e.g., family, economy, religion)
Interaction perspective	Focus on the interactions among people based on mutually understood symbols
Culture	Knowledge, values, customs, and physical objects that are shared by members of society
Socialization	Cultural process of learning to participate in group life

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