

UNIT/TOPIC/ THEME I	Chapter 1- Introduction to Sociology		
CONTENT STANDARD(S)	Standard E-Behavioral Science		
BENCHMARKS	Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work and motivation contribute to individual identity and development (E1)		
A ESSENTIAL QUESTIONS	<ol style="list-style-type: none"> 1. What is sociology? 2. What is theory and what role does it play in science? 3. What are the differences between; functional, conflict and symbolic interaction perspective? 4. What is the difference between social and personal perspective. 		
B STUDENT KNOWLEDGE	<ol style="list-style-type: none"> 1. Define sociology. 2. Identify the pioneers of sociology. 3. Explain the differences between; functional, conflict and symbolic interaction perspective. 4. Recognize the difference between personal and societal issues. 		
C ESSENTIAL VOCABULARY	<ol style="list-style-type: none"> 1. Perspective 2. Sociology 3. Sociological Perspective 4. Social Structure 5. Class Conflict 	<ol style="list-style-type: none"> 6. Rationalization 7. Functionalism 8. Dysfunction, 9. Conflict Perspective 10. Symbolic Interactionism 	<ol style="list-style-type: none"> 11. Manifest Function 12. Latent Function
D STUDENT PERFORMANCE SKILLS	<ol style="list-style-type: none"> 1. Organize the various thoughts of the pioneers of sociology and the impact on the study of sociology. 2. Differentiate the functionalist, conflict and symbolic integrationist theory 		
E LESSON PLANS			
ENDURING UNDERSTANDING	Sociological perspective		

UNIT/TOPIC/ THEME II	Chapter 2-Sociologist Doing Research		
CONTENT STANDARD(S)	Standard E-Behavioral Science		
BENCHMARKS	Use the research procedures and skills of the behavioral sciences (e.g., gathering, organizing and interpreting data from several sources) to develop an informed position on an issue (E11)		
A ESSENTIAL QUESTIONS	<ol style="list-style-type: none"> 1. What is the difference between quantitative and qualitative research methods? 2. How do variables and correlations relate to sociological research? 3. How are cause and effect relationships used by sociologist? 4. What steps do sociologists use to guide their research? 5. What are ethical practices when doing sociological research? 		
B STUDENT KNOWLEDGE	<ol style="list-style-type: none"> 1. Describe the basic quantitative and qualitative research methods used by sociologists. 2. Discuss basic research concepts including variables and correlations 3. List the standards for proving cause and effect relationships 4. Explain the steps sociologists use to guide their research 5. Discuss ethics in sociological research 		
C ESSENTIAL VOCABULARY	<ol style="list-style-type: none"> 1. Case Study 2. Causation 3. Closed-ended question 4. Correlation Dependent variable 5. Field research 	<ol style="list-style-type: none"> 6. Hypothesis 7. Independent variable 8. Interview 9. Multiple Causation 10. Open-ended question 11. Participant observation 	<ol style="list-style-type: none"> 12. Population 13. Questionnaire 14. Representative Sample 15. Sample 16. Scientific Method, 17. Secondary Analysis 18. Spurious Correlation, 19. Survey 20. Variable
D STUDENT PERFORMANCE SKILLS	<ol style="list-style-type: none"> 1. Evaluate tables and graphs using sociological data 2. Compare and Contrast sociological research methods 3. Evaluate ethical and unethical research procedures 		
E LESSON PLANS			
ENDURING UNDERSTANDING	Sociological Research		

UNIT/TOPIC/ THEME III	Chapter 3-Culture		
CONTENT STANDARD(S)	Standard E-Behavioral Science		
BENCHMARKS	Identify and compare the differences between cultures (E5) Describe ways culture is defined (E-2) Use the research procedures and skills of the behavioral sciences (e.g., gathering, organizing and interpreting data from several sources) to develop an informed position on an issue, and interpreting data from several sources (E-11)		
A ESSENTIAL QUESTIONS	<ol style="list-style-type: none"> 1. What are the basic components of culture? 2. How does language affect culture? 3. Why do values shape norms? 4. Why are values different in different cultures? 5. How do different cultures enforce rules? 6. How do material and nonmaterial objects shape our culture? 7. What are cultural universals? 		
B STUDENT KNOWLEDGE	<ol style="list-style-type: none"> 1. Explain how culture and heredity affect social behavior 2. Describe how language and culture are related 3. Name the essential components of culture 4. Discuss how cultural diversity is promoted within a society 5. Understand the role of ethnocentrism in society 6. Identify similarities in cultures around the world 7. Identify basic values in the United States 8. Identify countercultures and subcultures in the United States. 		
C ESSENTIAL VOCABULARY	<ol style="list-style-type: none"> 1. Beliefs 2. Counterculture 3. Cultural Universals 4. Culture, Drives 5. Ethnocentrism 	<ol style="list-style-type: none"> 6. Folkways 7. Instincts 8. Law 9. Material Culture 10. mores 11. Non-Material Culture 12. Norms 	<ol style="list-style-type: none"> 13. Reflexes 14. Sanctions 15. Social Categories 16. Subculture 17. Taboo 18. Values
D STUDENT PERFORMANCE SKILLS	<ol style="list-style-type: none"> 1. Show how language has developed over time 2. Compare the culture universals of the United States with another culture. 3. Differentiate folkway, mores and laws 		
E LESSON PLANS			
ENDURING UNDERSTANDING	Culture		

UNIT/TOPIC/ THEME IV	Chapter 4 – Socialization		
CONTENT STANDARD(S)	Standard E-Behavioral Science		
BENCHMARKS	Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings (E3)		
A ESSENTIAL QUESTIONS	<ol style="list-style-type: none"> 1. What is socialization? 2. What role does socialization play in human development? 3. What are the effects of extreme isolation on children? 4. What role do the family, school, peer group and media play in socializing young people? 		
B STUDENT KNOWLEDGE	<ol style="list-style-type: none"> 1. Define socialization. 2. Discuss the role socialization plays in human development 3. Identify the effect of extreme isolation on children. 4. Understand the role of the family, school, peer group and media have in the socialization of young people. 		
C ESSENTIAL VOCABULARY	Socialization Desocialization Game Stage Hidden Curriculum “I” Imitation Stage Looking-Glass self “me” Peer Group Personality	Play Stage Reference Group Resocialization Role Taking Self-Concept	
D STUDENT PERFORMANCE SKILLS	<ol style="list-style-type: none"> 1. Show the effects of extreme isolation and its effect on socialization 2. Explain socialization and the effects on human development. 		
E LESSON PLANS			
ENDURING UNDERSTANDING	Socialization		

UNIT/TOPIC/ THEME V	Chapter 5 – Status and Rules		
CONTENT STANDARD(S)	Standard E-Behavioral Science		
BENCHMARKS	Defend a point of view related to an ethical issue (e.g., genetic engineering, declaring conscientious objector status, or restricting immigration) (E14)		
A ESSENTIAL QUESTIONS	<ol style="list-style-type: none"> 1. What is social structure? 2. How are statuses and roles related to social structure? 3. How are culture and social structure related? 4. What is the difference between pre- industrial, industrial and post-industrial societies? 		
B STUDENT KNOWLEDGE	<ol style="list-style-type: none"> 1. Explain what sociologists mean by social structure. 2. Discuss how statuses and roles are related to social structure. 3. Identify and illustrate the concepts of social structure. 4. Explain how culture and social structures are related. 5. Compare and contrast pre- industrial, industrial and post-industrial societies. 		
C ESSENTIAL VOCABULARY	Achieved Status Agricultural Society Ascribed Status Horticultural Society Hunting and Gathering Society Industrial Society Master Status Mechanical Solidarity Mechanization	Obligation Organic Solidarity Pastoral Society Postindustrial Society Rights Role Role Conflict Role Performance Role Strain Social Interaction	Social Solidarity Social Structure Status Status Set Urbanization
D STUDENT PERFORMANCE SKILLS	<ol style="list-style-type: none"> 1. Identify individual students' status set. 2. Evaluate how capitalism works in an industrial society. 3. Evaluate changes in status from Pre-industrial to industrial societies. 		
E LESSON PLANS			
ENDURING UNDERSTANDING	Social Structure		

UNIT/TOPIC/ THEME VI	Chapter 6 – Groups		
CONTENT STANDARD(S)	Standard E-Behavioral Science		
BENCHMARKS	Describe the ways cultural and social groups are defined and how they have changed over time (E2)		
A ESSENTIAL QUESTIONS	<ol style="list-style-type: none"> 1. What is the difference between a; group, social category, and social aggregate? 2. What are the major characteristics of primary and secondary groups? 3. What are the five types of social interaction? 4. What is the difference between formal and informal organizations? 		
B STUDENT KNOWLEDGE	<ol style="list-style-type: none"> 1. Compare and contrast groups, social categories and social aggregates. 2. Identify the major characteristics of primary and secondary groups. 3. Describe five types of social interaction 4. Distinguish between formal and informal organizations 5. Discuss the advantages and disadvantages of bureaucracy. 		
C ESSENTIAL VOCABULARY	Bureaucracy Coercion Conflict Conformity Cooperation Formal Organization Group Groupthink In-group Informal Organization Iron Law of Oligarchy Out-Group	Power Primary Group Primary Relationship Rationalization Reference Group Secondary Group Secondary Relationship Social Aggregate Social Category Social Exchange Social Network	
D STUDENT PERFORMANCE SKILLS	<ol style="list-style-type: none"> 1. Differentiate between; social exchange, coercion, conflict, conformity and coercion. 2. Diagram primary, secondary and reference groups. 3. Identify similarities and differences in groups, social categories and social aggregates. 		
E LESSON PLANS			
ENDURING UNDERSTANDING	Groups and Formal Organizations		

UNIT/TOPIC/ THEME VII	Chapter 7 - Deviant Behavior		
CONTENT STANDARD(S)	Standard E-Behavioral Science		
BENCHMARKS	Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world (E7)		
A ESSENTIAL QUESTIONS	<ol style="list-style-type: none"> 1. What is deviance? 2. What are the positive and negative consequences of deviance? 3. What are the major types of social control? 4. What are different approaches to crime control? 		
B STUDENT KNOWLEDGE	<ol style="list-style-type: none"> 1. Define deviance. 2. Identify positive and negative consequences of deviance. 3. Explain major types of social control. 4. Describe alternatives to crime control. 		
C ESSENTIAL VOCABULARY	Control Theory Crime Criminal Justice System Deterrence Deviance Deviant Differential Association Incarceration Labeling Theory Labeling Theory	Negative Deviance Positive Deviance Primary Deviance Recidivism Rehabilitation Retribution Secondary Deviance Social Control Social Sanctions Stigma	Strain Theory Victim Discounting White-Collar Crime
D STUDENT PERFORMANCE SKILLS	<ol style="list-style-type: none"> 1. Categorize positive and negative consequences of deviance. 2. Evaluate social control and effects on society. 3. Evaluate crime and punishment. 		
E LESSON PLANS			
ENDURING UNDERSTANDING	Deviance		

UNIT/TOPIC/ THEME VIII	Chapter 8 – Social Stratification		
CONTENT STANDARD(S)	Standard E-Behavioral Science		
BENCHMARKS	Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples (E4)		
A ESSENTIAL QUESTIONS	<ol style="list-style-type: none"> 1. What is the relationship between stratification and social class? 2. What are the major differences among the three perspectives on social stratification? 3. What is social mobility? 4. What are the distinguishing characteristics of social classes in the U.S.? 		
B STUDENT KNOWLEDGE	<ol style="list-style-type: none"> 1. Explain the relationship between stratification and social class. 2. State the differences among the three major perspectives on social stratification. 3. Discuss social mobility in different societies. 4. Identify the distinguishing characteristics of social classes in the U.S. 5. Describe the measurement and extent of poverty in the U.S. 		
C ESSENTIAL VOCABULARY	Absolute Poverty Bourgeoisie Caste System Class Consciousness Horizontal Mobility Income Intergenerational Mobility Open-class system Power Prestige	Proletariat Relative Poverty Social Class Social Mobility Social Stratification Underclass Vertical Mobility Wealth Working Poor	
D STUDENT PERFORMANCE SKILLS	<ol style="list-style-type: none"> 1. Describe social mobility in the U.S. and other countries. 2. Explain the difference between relative and absolute poverty. 3. Analyze power and prestige as it relates to different occupations 4. Describe differences between vertical and social mobility. 		
E LESSON PLANS			
ENDURING UNDERSTANDING	Social Stratification.		