



Course Title/Course #: Sociology / 2410

Start day: 45

Meetings: 45 Instructional Days (November 6th-January 25th)

Course Description

This course is designed to provide students with a study of the roles of individuals, families, and community groups. Students study how the groups interact within a community setting.

Pacing, Resources & Assessments ~ MP1

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
15	SOC.1	What is Sociology?	Textbook/Materials <ul style="list-style-type: none"> <i>Sociology: The Study of Human Relationships</i> Pgs. 4 - 14 Technology Resources <ul style="list-style-type: none"> What is Sociology? "Flushing out Sociology": Intro to Sociology Sociology Founders Lesson Plans 	Formative: <ul style="list-style-type: none"> Exit Tickets Foldable Primary Source Analysis of Founders of Sociology Role Play Compare/Contrast Simulation Summative: <ul style="list-style-type: none"> Quizzes Interactive Achievement
17	SOC.2	Research in Sociology	Textbook/Materials <ul style="list-style-type: none"> <i>Sociology: The Study of Human Relationships</i> Pgs. 20 - 27 Technology Resources	Formative: <ul style="list-style-type: none"> Exit Tickets Research Project Self - Portraits Simulation



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			<ul style="list-style-type: none"> • Qualitative and Quantitative Data • Sociology Research PowerPoint • Sociology Research Methods • Identifying Bias Worksheet 	Summative: <ul style="list-style-type: none"> • Quizzes • Interactive Achievement
15	SOC.3	Major Theoretical Perspectives	Textbook/Materials <ul style="list-style-type: none"> • <i>Sociology: The Study of Human Relationships</i> Pgs. 15 - 19 Technology Resources <ul style="list-style-type: none"> • Functionalism • Functionalism Paper • Symbolic Interactionism Activity 	Formative: <ul style="list-style-type: none"> • Exit Tickets • Foldable • Primary Source Analysis • Theoretical Research • Simulation Summative: <ul style="list-style-type: none"> • Quizzes • Interactive Achievement
8			Review and Test	



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Pacing, Resources & Assessments ~ MP2

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
15	SOC.4	Cultural Development and Importance	<p>Textbook/Materials</p> <ul style="list-style-type: none"> • <i>Sociology: The Study of Human Relationships</i> Pgs. 34 -37, 39, 42, 44 - 47 219, 223, 225, 317, 320 410-412 <p>Technology Resources</p> <ul style="list-style-type: none"> • Comparing Cultures Video • Comparing Cultures Online Quiz • Breaking a Social Norm 	<p>Formative:</p> <ul style="list-style-type: none"> • Exit Tickets • Foldable • Compare and Contrast Cultures • Home Culture • Social Norms • Simulation <p>Summative:</p> <ul style="list-style-type: none"> • Quizzes • Interactive Achievement
15	SOC.5	Cultural Change	<p>Textbook/Materials</p> <ul style="list-style-type: none"> • <i>Sociology: The Study of Human Relationships</i> <ul style="list-style-type: none"> o Pgs. 39 and 44-47 	<p>Formative:</p> <ul style="list-style-type: none"> • Exit Tickets • Foldable • Counter Culture Research



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			Technology Resources <ul style="list-style-type: none"> • Youth Counterculture • Subcultures and Counterculture • American Values in Print Media 	<ul style="list-style-type: none"> • Counter Culture History • Simulation • Essay Summative: <ul style="list-style-type: none"> • Quizzes • Interactive Achievement
17	SOC.6	Social Structure	Textbook/Materials <ul style="list-style-type: none"> • <i>Sociology: The Study of Human Relationships</i> Pgs. 56, 62 - 66, 70-72, 73-74, 76-79, 144, 260 -275, 341 Technology Resources <ul style="list-style-type: none"> • Primary and Secondary Group Slideshow • Preindustrial Societies • Social Status Explained 	Formative: <ul style="list-style-type: none"> • Exit Tickets • Social Structure Chart • Peer Grouping • Types of Society Characteristics Summative: <ul style="list-style-type: none"> • Quizzes • Interactive Achievement
8			Review and Test	



Course Title/Course #: Sociology / 2410

Start day: 90-133

Meetings: 43 Instructional Days (January 29th-March 29th)

Course Description

This course is designed to provide students with a study of the roles of individuals, families, and community groups. Students study how the groups interact within a community setting.

Pacing, Resources & Assessments ~ MP3

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
15	SOC.7	Socialization	<p>Textbook/Materials</p> <ul style="list-style-type: none"> • <i>Sociology: The Study of Human Relationships</i> Pgs. 56-57, 70 - 79, 98, 100, 144, 233 - 234, 260- 275, 301, 308 - 320, 341, and 354 <p>Technology Resources</p> <ul style="list-style-type: none"> • Cooley's Looking Glass • Margaret Mead • Socialization and Gender Roles • Sociology of the Family • Socialization 	<p>Formative:</p> <ul style="list-style-type: none"> • Exit Tickets • Foldable • Primary Source Analysis of Sociology Writers • Gender Roles Analysis • Family Categorizing <p>Summative:</p> <ul style="list-style-type: none"> • Quizzes • Interactive Achievement



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			<ul style="list-style-type: none"> • 7 Essential Functions of Schooling • Types of Families 	
8	SOC.8	Social Deviance	<p>Textbook/Materials</p> <ul style="list-style-type: none"> • <i>Sociology: The Study of Human Relationships</i> Pgs. 40, 162 - 167, 170, 214, 330, and 346 <p>Technology Resources</p> <ul style="list-style-type: none"> • Impractical Jokers: Deviant Behavior • Freedom Riders • Woodstock and Counterculture • Counterculture Slideshow • Deviance Theories • Deviance and Conformity • What is Deviance • Deviance Theory Exercise 	<p>Formative:</p> <ul style="list-style-type: none"> • Exit Tickets • Deviant Behavior Research • Historical Deviants Project • Slideshow Creation • Counter Culture Comparisons <p>Summative:</p> <ul style="list-style-type: none"> • Quizzes • Interactive Achievement
10	SOC.9	Social Control	<p>Textbook/Materials</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Exit Tickets • Simulation



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			<ul style="list-style-type: none"> • <i>Sociology: The Study of Human Relationships</i> Pgs. 52-53 and 158 - 167 <p>Technology Resources</p> <ul style="list-style-type: none"> • Introduction to Social Control • Social Control in North Korea • Labeling Theory • Slavery and Social Control • Jim Crow and Social Control 	<ul style="list-style-type: none"> • Country Research Project • Labeling Exercises • Slavery and Jim Crow Analysis <p>Summative:</p> <ul style="list-style-type: none"> • Quizzes • Interactive Achievement
10	SOC.10	Social Institutions and Control	<p>Textbook/Materials</p> <ul style="list-style-type: none"> • <i>Sociology: The Study of Human Relationships</i> Pgs. 168-174 <p>Technology Resources</p> <ul style="list-style-type: none"> • Mass Incarceration • Resocialization • Sociology of Corrections • Exploring Social Institutions • Comparative Look at the Death Penalty 	<p>Formative:</p> <ul style="list-style-type: none"> • Exit Tickets • Debate • Research Project • Resocialization Simulation <p>Summative:</p> <ul style="list-style-type: none"> • Quizzes • Interactive Achievement
Review				



Course Title/Course #: Sociology / 2410

Start day: 133

Meetings: 48 Instructional Days (April 8th-June 14th)

Course Description

This course is designed to provide students with a study of the roles of individuals, families, and community groups. Students study how the groups interact within a community setting.

Pacing, Resources & Assessments ~ MP4

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
15	SOC.11	Discrimination in Society	<p>Textbook/Materials</p> <ul style="list-style-type: none"> • <i>Sociology: The Study of Human Relationships</i> Pgs. 113, 116-120, 184 – 201, 210 – 213, 231 - 232, 235-236, 239, 241 – 242, 247 , 343, 386 <p>Technology Resources</p> <ul style="list-style-type: none"> • Social Stratification PowerPoint Video • Social Stratification Video • Rosa Parks Video • The Struggle for Equality • People Like Us 	<p>Formative:</p> <ul style="list-style-type: none"> • Exit Tickets • Foldable • Role Play • Compare/Contrast • Simulation • Social Stratification in Richmond • Biography • Tolerance Exercises • Data Analysis <p>Summative:</p> <ul style="list-style-type: none"> • Quizzes <p>Interactive Achievement</p>



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			<ul style="list-style-type: none"> • Global Stratification • Stratification Simulation • Prejudice and Discrimination Activities • Teaching Tolerance • Hidden Roles of Social Class • Poverty Data 	
10	SOC.12	Social Change	<p>Textbook/Materials</p> <ul style="list-style-type: none"> • <i>Sociology: The Study of Human Relationships</i> 14, 18, 35, 36, 65, 75, 258 -259, 263 -264, 267, 289, 293 - 295, 300, 404 - 405 409-413, 415 - 418, and 420 - 421 <p>Technology Resources</p> <ul style="list-style-type: none"> • Aspects of Class Behavior • Three Founding Theories of Sociology • Social Change • Female Achievement in America 	<p>Formative:</p> <ul style="list-style-type: none"> • Exit Tickets • Foldable • Primary Source Analysis of Founders of Sociology • Role Play • Compare/Contrast • Simulation • Just War Discussion • Collective Behavior Analysis <p>Summative:</p> <ul style="list-style-type: none"> • Quizzes • Interactive Achievement



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			<ul style="list-style-type: none">• Prohibition• War BrainPop• Collective Behavior Lesson Plan• 6 Ways Technology is Breaking Barriers• E-Book: How Courts Bring about Social Change• Just War Lesson Plan• Economics and Social Change Research• List of Social Issues in America	
20			Review and Final Exam	



Richmond Public Schools

Department of Curriculum and Instruction
Curriculum Pacing and Resource Guide (CPR)

Course Title/Course #: Sociology / 2410



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Sociology

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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education on January 28, 2016, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of historical figures whose study further enrich the standards and clarify the concepts under investigation will be found in the Curriculum Framework.



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The Curriculum Framework facilitates teacher planning by identifying essential understandings, knowledge, and skills. Together, these key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

Standard of Learning Statement

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

Essential Skills (Standard 1)

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

Essential Knowledge

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.