

SOCIOLOGY MASTERY GUIDE

Learning Expectations and Performance Indicators:

The student will:

1. understand the foundational history of sociology.

At Level 1, the student is able to

- identify the early sociologists and their theory development.

At Level 2, the student is able to

- contrast the differences between the theories of Locke, Cooley and Mead.

At Level 3, the student is able to

- describe the social theories of various modern sociologists (e.g. Marx, Durkheim, Weber).

2. understand the development of culture.

At Level 1, the student is able to

- identify major social categories in U.S. culture (e.g. gender, race, ethnicity, sexual orientation, and disability);
- recognize how U.S. culture is both similar to and different from cultures in other countries.

At Level 2, the student is able to

- identify situations in which bias occurs;
- describe the components of culture;
- examine the cultural differences of Americans, including beliefs, values, accepted behaviors and environment;
- relate how bias and discrimination influence behavior;
- examine a personal example of ethnocentrism.

At Level 3, the student is able to

- role-play the nature of in-group/out-group dynamics;
- predict how self-fulfilling prophecies can fuel stereotypes about ethnic groups;
- consider examples from early research on prejudice and discrimination.

3. understand that people adapt to their physical environment.

At Level 1, the student is able to

- give examples of how people adapt their needs to their physical geography.

At Level 2, the student is able to

- demonstrate how where a person lives influences one's interests, abilities, needs, goals and values.
- examine the effect of different geographical locations affect cultural values;

At Level 3, the student is able to

- compare and contrast culture, values and beliefs of varied geographic regions.

4. understand that human needs are met by the places they create.

At Level 1, the student is able to

- give examples of how human movement influences human behavior.

At Level 2, the student is able to

- illustrate how people change the environment by removing old structures and replacing them with structures that better meet modern human needs.

At Level 3, the student is able to

- construct a web-quest that gives examples of how people have change their physical geography to meet human needs;
- evaluate how the changing environment today in the Southeast and the globe has changed human behavior.

5. understand the impact of culture on group behavior.

At Level 1, the student is able to

- identify cultural differences;
- recognize that cultural beliefs strongly influence the values and behavior of the people who grow up in the culture, often without their being fully aware of it, and that people have different responses to these influences.

At Level 2, the student is able to

- compare marriage norms of various cultures;
- compare learned behavior across cultures;
- describe the impact of ethnic, national, and cultural influences on human behavior.

At Level 3, the student is able to

- analyze environmental constraints on learning opportunities;
- demonstrate why individuals often have negative responses to unknown ideas and customs.

6. analyze how socioeconomic factors influence group behavior.

At Level 1, the student is able to

- identify the factors of production.

At Level 2, the student is able to

- describe the various models of capitalism, socialism and communism.

At Level 3, the student is able to

- compare and contrast the theories of Adam Smith and Karl Marx.

7. understand how individual values and beliefs influence economic decisions.

At Level 1, the student is able to

- define the values and beliefs of the different socioeconomic stratification.

At Level 2, the student is able to

- describe how socioeconomic status and other group and cultural influences contribute to the shaping of a person's identity.

At Level 3, the student is able to

- identify the basic economic goals of individuals in American society.

8. analyze norms and values in various societies.

At Level 1, the student is able to

- define folkways, norms, values, mores and how they are learned.

At Level 2, the student is able to

- discuss ethnocentrism;
- read accounts of primitive societies such as Margaret Mead's work in New Guinea.
- examine the socialization process;

At Level 3, the student is able to

- define the agents of socialization.

9. analyze the various agents of socialization.

At Level 1, the student is able to

- recognize how norms, values, and beliefs are taught or shared;
- define and explain the process of socialization.

At Level 2, the student is able to

- discuss each agent of socialization and how it perpetuates the goals, values and norms of society.

At Level 3, the student is able to

- explore the roles of the state, schooling, religion, sport, and science, along with the family and social class.

10. understand the role of media and social trends in determining the development of society.

At Level 1, the student is able to

- define various forces in society such as fads, propaganda, panic, etc.

At Level 2, the student is able to

- examine the shaping of public opinion by the government and the media.

At Level 3, the student is able to

- conduct a survey of current issues.

11. explore the various ways people interact.

At Level 1, the student is able to

- identify various group interactions.

At Level 2, the student is able to

- describe the family and how individuals are prepared to be members of society;
- describe the role of marriage norms;
- read various accounts of marriage norms around the world.

At Level 3, the student is able to

- analyze social institutions and their value to society.

12. examine personality development.

At Level 1, the student is able to

- recognize that people have different personalities.
At Level 2, the student is able to
- read case studies of children who were reared in environments without nurture;
- debate the origin of personality as in nature versus nurture.
At Level 3, the student is able to
- discuss studies of twins separated at birth.

13. explore the idea of social mobility.

At Level 1, the student is able to

- discuss various levels in society;
- define being a scapegoat.

At Level 2, the student is able to

- describe assimilation in society;
- define ethnicity;
- discuss problems involving minorities and ethnic groups in society;
- cite examples of genocide and population transfer.

At Level 3, the student is able to

- examine the history of segregation such as Jim Crow Laws, Plessy v. Ferguson, Brown v. Board of Education;
- examine levels of prejudice and racism;
- discuss stereotypes in society;
- create a collage of various lifestyles in today's society.

14. examine adolescent development.

At Level 1, the student is able to

- recognize the differences adolescents face as a unique segment of society.

At Level 2, the student is able to

- define adolescence in its historical context.

At Level 3, the student is able to

- discuss puberty rites and their importance to society.

15. explore the aging process in society.

At Level 1, the student is able to

- explain the aging process.

At Level 2, the student is able to

- discuss various challenges to our society by the aging "baby-boomers;"
- define Alzheimer's disease and the need for long-term health care.

At Level 3, the student is able to

- analyze the need for Social Security reform.

16. understand gender and its part in shaping human behavior.

At Level 1, the student is able to

- define gender.

At Level 2, the student is able to

- discuss gender roles and how they are learned.

At Level 3, the student is able to

- differentiate the role of male and female within society;
- evaluate the usefulness of gender roles.

17. understand deviance.

At Level 1, the student is able to

- look at crime in today's society.

At Level 2, the student is able to

- examine various levels of conformity.

At Level 3, the student is able to

- discuss levels of corrections;
- define the use of deviance in changing society.

18. understand conditions, actions, and motivations that contribute to conflict or cooperation.

At Level 1, the student is able to

- list factors that motivate people to be good citizens.

At Level 2, the student is able to

- describe actions that can cause either conflict or cooperation;
- analyze how conditions lead from conflict to cooperation.

At Level 3, the student is able to

- compare and contrast individuals who gained power and examine their personality traits.

19. understand the political institution and how power and authority relate to group behavior.

At Level 1, the student is able to

- list how the government is involved in daily life.

At Level 2, the student is able to

- compare and contrast democratic and authoritarian forms of authority.

At Level 3, the student is able to

- discuss various forms of government and how power is distribute.

20. analyze how the difficulty of moving from one social class to another varies greatly with time, place and economic circumstances.

At Level 1, the student is able to

- recognize that people often discriminate on the basis of speech, dress, behavior, and physical features;
- recognize that certain behaviors are exhibited from different socioeconomic classes.

21. analyze how the characteristics of the American economy such as freedom of choice, competition, private property, profit and freedom of enterprise affect personality development.

At Level 1, the student is able to

- discuss the function of supply and demand.

At Level 2, the student is able to

- infer that social economic distinctions are a part of every culture, but they take many different forms (e.g.) rigid classes based on parentage, gradations based on the acquisition of skill, wealth, and education.