

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
Social Studies

<p><i>Mission Statement</i></p>	<p>It is our belief that Social Studies education is ultimately to prepare students to assume the responsibilities of active citizenship. From this belief stems the following guidelines for the Social Studies Department of Geneva High School.</p> <p><i>Social Studies education should:</i></p> <ol style="list-style-type: none"> 1. both utilize and promote a global perspective 2. emphasize democratic values 3. allow students opportunities to interact 4. reflect a consciousness of current world events 5. promote interdisciplinary study 6. incorporate all of the social sciences, but be firmly rooted in history and geography 7. include knowledge and content, democratic ideals and civic values and skill development and social participation
<p><i>Courses</i> (Grades 9-12)</p>	<ul style="list-style-type: none"> • Modern World History • Modern World History Honors • World Studies • American Studies • AP European History • US History • AP US History • Sociology • Contemporary Issues • Economics • Urban History • Psychology I • Psychology II • US Government • AP US Government

SOCIOLOGY COURSE DESCRIPTION	<p>This one-semester course is designed to help students gain a better understanding the elements that make up society and how those elements are expressed in U.S. culture. Students will explore their role as individuals and group members of an ever-changing society. In addition, the course will provide a foundation in sociological theory and sociological research. Topics of study include social structure, American values, deviance, social stratification and inequality in relation to class, race, and gender, as well as, the role of social institutions such as the Family, Education, Religion, Political Science, Economics, Sports and Entertainment. A heavy emphasis will be placed on class discussion and small group work. Students should be comfortable in expressing their ideas and being receptive to alternate views. Additional assessments include tests, research, and presentations.</p>
One-Semester Course	
Available to 10th, 11th, and 12th graders. No pre-requisite.	
Units of Study: 1. Sociology and Culture 2. Social Organization and the Individual 3. Social Inequality 4. Social Institutions	

Unit Frameworks
Sociology

Unit of Study	I. Sociology and Culture <ul style="list-style-type: none"> ➤ The World of Sociology ➤ Population and the Environment ➤ Cities and Urban Life ➤ Culture
Illinois Learning Standards	<ul style="list-style-type: none"> ➤ 3.B.4a: Produce document that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence. ➤ 3.B.4b: Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology. ➤ 13.A.4c: Describe how scientific knowledge, explanations and technological designs may change with new information over time. ➤ 13.B.5b: Analyze and describe the processes and effects of scientific and technological breakthroughs. ➤ 14.F.5: Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights). ➤ 16.C.4c (W): Describe the impact of key individuals/ideas from 1500-present, including Adam Smith, Karl Marx and John Maynard Keynes. ➤ 16.C.5b (W): Describe how historical trends in population, urbanization, economic development and technological advancements have caused change in world economic systems. ➤ 16.D.4b (US): Describe unintended social consequences of political event in United States history (e.g., Civil War/emancipation, National Defense highway Act/decline of inner cities, Vietnam War/anti-government activity). ➤ 16.E.4a (US): Describe the causes and effects of conservation and environmental movements in the United States, 1900-present. ➤ 16.E.4b: (US): Describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation). ➤ 16.E.5a (US): analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities. ➤ 16.E.5a (W): Analyze how technological and scientific developments have affected human productivity, human comfort and the environment. ➤ 17.A.4b: use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth. ➤ 18.A.4: analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies. ➤ 18.A.5: Compare ways in which social systems are affected by political, environmental, economic and technological changes.

	<ul style="list-style-type: none"> ➤ 18.B.5: Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience. ➤ 18.C.4b: Analyze major contemporary cultural exchanges as influenced by worldwide communications. ➤ 18.C.5: Analyze how social scientists' interpretations of societies, cultures and institutions change over time.
Objectives	<ul style="list-style-type: none"> ➤ Describe the sociological approach. ➤ Describe the development of sociology as a social science. ➤ Identify the role of sociology in today's world. ➤ Identify the three major sociological perspectives. ➤ Analyze and apply the three major sociological perspectives (e.g., the functionalist perspective, the conflict perspective, and the symbolic-interactionist perspective). ➤ Explain the contributions of the key theorists in sociology including, Comte, Spencer, Marx, Durkheim, and Weber. ➤ Identify and assess the various sociological theories. ➤ Explain the role of the Industrial Revolution and the development of sociology. ➤ Describe and apply the sociological imagination. ➤ Identify the principles of scientific method used by sociologists including the meaning of objectivity, problem formulation, hypothesis testing. ➤ Learn the basic methods of data collection: use of questionnaires, interviews, observation and documentary resources. ➤ Identify and explain the essential structure of the experiment and how it helps to establish causality. ➤ Identify and differentiate between the key elements that all cultures share (e.g., values, norms, symbols, knowledge, and beliefs). ➤ Evaluate the differences between personal values and collective cultural values. ➤ Analyze how norms guide people's behavior and how those norms are enforced both formally and informally. ➤ Discover how people communicate through symbols in the form of language and signs. ➤ Assess the impact of technology on culture. ➤ Compare and contrast the different ways various cultures manifest the cultural universals. ➤ Identify the characteristics that make a sub-culture or counter-culture. ➤ Identify traditional American values. ➤ Develop an appreciation of the diversity of American culture.
Assessments	<ul style="list-style-type: none"> ➤ Reading & Writing assignments to gain basic knowledge of sociology's history, theorists, and theoretical perspectives ➤ Apply knowledge of theoretical perspectives to analyze real world scenarios. ➤ Apply knowledge of key theorists to analyze real world scenarios.

	<ul style="list-style-type: none">➤ Perform personal space experiment and report findings.➤ Analyze data in various forms (e.g., graphs, maps, and tables).➤ Reading and writing activity on material/non-material culture, values, norms, symbols, and beliefs.➤ Conduct a mini-research project on “Breaking a Norm” utilizing the scientific method and report findings.➤ American Values song lyrics assignment.➤ Create a Culture project.➤ Test on unit, including multiple choice, short answer, essay, and reading excerpt.
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Unit of Study	2. Social Organization and the Individual <ul style="list-style-type: none"> ➤ Social Structure and Group Behavior ➤ Collective Behavior and Social Movements ➤ Socialization ➤ Deviance and Crime
Illinois Learning Standards	<ul style="list-style-type: none"> ➤ 3.B.4a: Produce document that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence. ➤ 3.B.4b: Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology. ➤ 5.A.4a: Demonstrate knowledge of strategies needed to prepare a credible research report e.g., notes, planning sheets). ➤ 5.B.4b: Use multiple sources and multiple formats; cite according to standard style manuals. ➤ 13.A.4c: Describe how scientific knowledge, explanations and technological designs may change with new information over time. ➤ 13.B.5b: Analyze and describe the processes and effects of scientific and technological breakthroughs. ➤ 14.F.5: Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights). ➤ 16.D.4b (US): Describe unintended social consequences of political event in United States history (e.g., Civil War/emancipation, National Defense highway Act/decline of inner cities, Vietnam War/anti-government activity). ➤ 18.B.5: Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience. ➤ 18.C.4b: Analyze major contemporary cultural exchanges as influenced by worldwide communications. ➤ 18.C.5: Analyze how social scientists' interpretations of societies, cultures and institutions change over time.
Objectives	<ul style="list-style-type: none"> ➤ Identify status, master status, and status set, and show how these contribute to the social structure. ➤ Learn how roles provide a script for occupants of a given social position and how role conflict and strain may be resolved. ➤ Connect social institutions with the social functions they provide for society. ➤ Compare and classify the six main types of societies (e.g., hunting/gathering, pastoral, horticultural, agricultural, industrial, postindustrial). ➤ Identify the three characteristics of groups.

	<ul style="list-style-type: none"> ➤ Evaluate the benefits of the three leadership styles (e.g., authoritarian, democratic, and laissez-faire). ➤ Distinguish between secondary and primary groups. ➤ Describe how the relative numbers of secondary and primary relationships have altered with the growth of society. ➤ Be able to place the elements of social structure- networks, formal organizations, communities, strata, institutions and societies- in relation to one another. ➤ Identify the six most common forms of social interaction. ➤ Distinguish between Gemeinschaft and Gesellschaft societal structure. ➤ Analyze the local community in terms of Gemeinschaft and Gesellschaft. ➤ Compare and contrast prominent theories of collective behavior. ➤ Analyze real world events in terms of collective behavior theory. ➤ Interpret the role of propaganda in American society. ➤ Interpret the role of civil disobedience in American society. ➤ Examine the characteristics of social movements. ➤ Analyze real world events in terms of social movement theory. ➤ Understand the socialization process and how people learn to become members of society. ➤ Examine how the agents of childhood socialization teach a society's culture. ➤ Evaluate how people go through different stages of socialization throughout life. ➤ Compare the developmental theories of Mead, Freud, and Piaget. ➤ Hypothesize on the relationship between nurture and nature in the socialization process. ➤ Understand why deviance is relative ➤ Identify the way deviance is defined and who actually defines deviance. ➤ Identify the role social controls play in the community. ➤ Distinguish among the biological, psychological and sociological explanations of deviance. ➤ Compare and contrast various sociological theories on deviance. ➤ Relate the structural strain theory, and specifically Merton's anomie theory, to the cause and control of deviance. ➤ Analyze real world events in terms of the sociological theories of deviance. ➤ Explain how behaviors have changed from deviant to non-deviant and sometimes back again. ➤ Define crime and criminal behavior. ➤ Evaluate the quality of crime statistics and how these relate to victimization. ➤ Analyze current trends in the U.S. and international crime rates. ➤ Describe how the criminal justice system works. ➤ Evaluate the four major functions for society that the correctional system provides. ➤ Construct a realistic plan to improve the justice and correctional systems
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	in the U.S.
Assessments	<ul style="list-style-type: none"> ➤ Reading and writing activity to identify and familiarize students with the basic concepts and theories regarding Social Structure and Group Behavior ➤ Who Am I? Activity ➤ Geneva is Gemeinschaft/Gesellschaft Group Activity Debate ➤ Leadership Style Debate ➤ Desert Survival Activity ➤ <i>Parents: Who Needs Them?</i> Article and discussion questions; Nature vs. Nurture debate ➤ Demonstrate knowledge of Socialization Process through visual group project ➤ <i>The Secrets of Birth Order</i> article and discussion questions ➤ Life Interview Assignment ➤ Create a Personal Life Line ➤ Deviance Inventory Activity that requires students to examine the nature of deviance, collect data, analyze and report data utilizing tables and graphs ➤ Reading and writing activity to identify and familiarize students with the basic concepts and theories regarding Deviance and its role in society ➤ Deviance, Moral Indignation, and Public Policy Group Activity to uncover the subjective nature of deviance ➤ Deviance Theory Skits ➤ Conduct a research project on a deviant activity utilizing the scientific method and report findings. ➤ Test on unit, including multiple choice, short answer, essay, and reading excerpt.

Unit of Study	3. Social Inequality <ul style="list-style-type: none"> ➤ Social Stratification and Class ➤ Race and Ethnicity ➤ Gender, Age, and Health
Illinois Learning Standards	<ul style="list-style-type: none"> ➤ 14.F.5: Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights). ➤ 15.E.5a: Explain how and why government redistributes income in the economy. ➤ 16.D.4a (US): Describe the immediate and long-range social impacts of slavery. ➤ 16.D.4b (US): Describe unintended social consequences of political event in United States history (e.g., Civil War/emancipation, National Defense highway Act/decline of inner cities, Vietnam War/anti-government activity). ➤ 16.D.4 (W): Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements. ➤ 16.D.5 (US): Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history. ➤ 18.B.5: Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience. ➤ 18.C.4b: Analyze major contemporary cultural exchanges as influenced by worldwide communications. ➤ 18.C.5: Analyze how social scientists' interpretations of societies, cultures and institutions change over time.
Objectives	<ul style="list-style-type: none"> ➤ Understand social stratification and social mobility ➤ Learn about class structure in the United States ➤ Study the many aspects of poverty ➤ Identify the major approaches used by sociologists to measure social class ➤ Be able to distinguish among the dimensions of social class ➤ Come to understand the change in wealth and income distribution in the United States ➤ Begin to identify the differences among the social classes in the United States ➤ Recognize the different types of social mobility in the United States and Europe and how these have affected the societies ➤ Be able to distinguish the patterns of mobility that exist in modern societies ➤ Be able to identify the way that social class shapes life chances and life

	<p>styles</p> <ul style="list-style-type: none"> ➤ Recognize the myths and facts of poverty and welfare ➤ Identify the roots of U.S. minority groups in immigration to the New World. ➤ Be able to state the factors that define a group as minority. ➤ Distinguish between the biological and social understandings of race. ➤ Learn the meaning of prejudice and discrimination and the differences between them. ➤ Discover and discuss the nature of racism in America. ➤ Be able to identify the different dominant-minority group relationships — how dominant groups have dealt with minorities. ➤ Learn what the response of minorities has been to dominant groups. ➤ Distinguish between voluntary and involuntary minority groups. ➤ Be able to expand the social construction of gender. ➤ Identify the differences between conflict and functionalist perspectives on gender. ➤ Be able to identify the ways masculine and feminine are constructed. ➤ See the importance of the family in shaping the gender of children. ➤ Understand how education reinforces and maintains the gender roles. ➤ Explain the distribution of men and women across occupations and the differences in reward for these occupations based upon gender. ➤ Interpret the effect of media on gender. ➤ To understand the various views of aging. ➤ To be able to discuss the impact of global graying. ➤ To identify the differences between the various sociological theories of aging. ➤ To learn the various aspects of aging in America. ➤ To list factors contributing to poverty in the aged. ➤ To understand the social problems associated with aging ➤ To understand the impact of gender and race on mortality, morbidity, and mental health. ➤ To examine the inequality in U.S. healthcare ➤ To discuss the health care crisis in the U.S. as well as health care reform proposals.
Assessments	<ul style="list-style-type: none"> ➤ Introduction to Social Stratification ➤ Chapter 6 Reading Guide ➤ Compare and contrast the three dimensions of social stratification ➤ Social Class and Mobility Guided Notes ➤ Graphic organizer to summarize Social Class and Mobility Guided Notes ➤ Family Budget Activity and Discussion ➤ Living on Minimum Wage Video and Video Guide ➤ The Lives of Homeless Women Reading and Activity ➤ Reading and interpreting poverty data from US Census ➤ Reading and interpreting US Census data on Geneva, Illinois ➤ Poverty Threshold Worksheet

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| | <ul style="list-style-type: none">➤ What is Race Activity➤ Chapter 7 Reading Guide➤ Graphic Organizer of Race and Ethnicity in America➤ I Am a Promise Video and Video Guide➤ The Skin color Tax Reading and Discussion Questions➤ Assimilate vs. Cultural Plurism Debate➤ The 20- Mile Race Activity➤ Transgendered Children Video and Video Guide➤ Biological vs. Cultural Gender Identity Lecture and Discussion➤ Chapter 8 Reading Guide➤ Research Women's Roles in Other Countries➤ Women and the Media Worksheet➤ Unit Test, including multiple choice, short answer, essay, and reading excerpt. |
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Unit of Study	4. Social Institutions <ul style="list-style-type: none"> ➤ The Family ➤ Education and Religion ➤ Politics and the Economy ➤ Sports and Entertainment ➤ Social Change
Illinois Learning Standards	<ul style="list-style-type: none"> ➤ 15.E.5a: Explain how and why government redistributes income in the economy. ➤ 16.B.5a (US): Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties' positions on government intervention in the economy). ➤ 16.B5b (US): Analyze how United States political history has been influenced by the nation's economic, social and environmental history. ➤ 16.D.5 (US): Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history. ➤ 18.B.4: Analyze various forms of institutions (e.g., educational, military, charitable, governmental). ➤ 18.B.5: Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience. ➤ 18.C.4b: Analyze major contemporary cultural exchanges as influenced by worldwide communications. ➤ 18.C.5: Analyze how social scientists' interpretations of societies, cultures and institutions change over time.
Objectives	<ul style="list-style-type: none"> ➤ To be able to distinguish the functionalist, conflict, and feminist perspectives on the family. ➤ To contrast various patterns of family life in the U.S. ➤ To discuss the various aspects of love and marriage in the U.S. ➤ To understand some possible factors contributing to divorce. ➤ To discuss changing pattern in the U.S. family. ➤ To be able to use the social perspective to discuss the causes and consequences of social change as it impacts the family. ➤ To list the functions of education according to the functionalist perspective. ➤ To understand the inequalities in education according to the conflict perspectives. ➤ To discuss the symbolic interactionist perspective of education. ➤ To examine the issues and changes facing the U.S. educational system. ➤ To be able to compare and contrast the functionalist and interactionist theories regarding their views of religion. ➤ To understand the differences between various expressions of religious belief.

	<ul style="list-style-type: none"> ➤ To distinguish between the major types of religious organizations: church, denomination, sect, and cult. ➤ To gain an understanding of the distribution of major world religions in the U.S. and the world. ➤ To discuss the roots and impact of global fundamentalism as well as Christian fundamentalism. ➤ To understand the coexistence of religiosity and secularization in America. ➤ To be able to distinguish the three types of power and the three types of authority. ➤ To be able to distinguish the forms of government on a continuum. ➤ To understand the role of government and politics in the U.S. ➤ To discuss the types of economic systems and how they are related to various political structures. ➤ To understand the possible reasons for voter apathy in the U.S. ➤ To list the functions of media and sport in our society. ➤ To understand the conflict view of media and sport. ➤ To discuss the role of symbolic interactionism in studying recreational activities. ➤ To discuss the role and impact of mass media in the U.S. ➤ To understand the connections between sport and class, sport and religion, and sport and media. ➤ To discuss the negative aspects of media and sport. ➤ To list and describe the five major theories explaining collective behavior. ➤ To discuss the difference between localized and dispersed collectives and give examples of each. ➤ To describe the theories attempting to explain why people join social movements. ➤ To be able to understand the resource-mobilization theory. ➤ To distinguish between the three types of social movements: reformist, revolutionary, and reactionary. ➤ To describe the developmental steps of social movements. ➤ To discuss the major trends in movement development ➤ To be able to define social change and identify its sources. ➤ To discuss the four theories of social change. ➤ To compare and contrast Durkheim's, Marx's, and Weber's analyses of social change, including modern updates. ➤ To explain the relationship between foreign aid, economic development, and democracy in developing countries. ➤ To explain what is meant by a global economy, including discussions of the nations of the Pacific Rim and Africa. ➤ To discuss the tension between social change and tradition.
Assessments	<ul style="list-style-type: none"> ➤ Chapter 9 Reading Guide ➤ Family Structure Graphic Organizer ➤ Family Tree Project

	<ul style="list-style-type: none">➤ Family Patterns and Sociological Theory Skits➤ Chapter 10 Reading Guide➤ Ritzer's McUniversity Reading and Discussion Questions➤ Kozol's Savage Inequalities Reading and Discussion Questions➤ Re-Thinking High School Group Project➤ Sociological Perspectives on Religion Lecture and Worksheet➤ Chapter 11 Reading Guide➤ Political Institutions Lecture, Guided Notes, and Graphic Organizer➤ Role of Politics and Social Change Activity➤ Globalization Economics Research and Worksheet➤ Chapter 12 Reading Guide➤ Sports in Geneva Survey Activity➤ Sports and the Media Worksheet➤ Violence in the Media Reading and Discussion Questions➤ Role of the Media Debate➤ Unit Test, including multiple choice, short answer, essay, and reading excerpt.
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