

## S | SOCIOLOGY

**Course Description:** Students will explore the ways sociologists view society and how they study the social world. Students will examine culture, socialization, deviance, and the structure and impact of institutions and organizations as well as selected social problems and how change impacts individuals and societies. The following standards reflect those recommended by the American Sociological Association ([ASA National Standards for High School Sociology](#)).

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Grades 9-12

### Social Studies Practices

**Overview:** Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

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| SSP.01 | <p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> <li>● Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals)</li> <li>● Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork)</li> <li>● Field observations/landscape analysis</li> <li>● Artifacts</li> <li>● Media and technology sources</li> </ul> |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> <li>● Extract and paraphrase significant ideas</li> <li>● Discern differences between evidence and assertion</li> <li>● Draw inferences and conclusions</li> <li>● Recognize author’s purpose, point of view, and potential bias</li> <li>● Assess the strengths and limitations of arguments</li> </ul>   |
| SSP.03 | <p>Synthesize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> <li>● Establish accuracy and validity by comparing sources to each other</li> <li>● Recognize disparities among multiple accounts</li> <li>● Frame appropriate questions for further investigation</li> </ul>   |

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| SSP.04 | <p>Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> <li>● Demonstrate and defend an understanding of ideas</li> <li>● Compare and contrast viewpoints</li> <li>● Illustrate cause and effect</li> <li>● Predict likely outcomes</li> <li>● Devise new outcomes or solutions</li> </ul>   |
| SSP.05 | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> <li>● Recognizing how and why historical accounts change over time</li> <li>● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness</li> <li>● Evaluating how unique circumstances of time and place create context and contribute to action and reaction</li> <li>● Identifying patterns of continuity and change over time, making connections to the present</li> </ul>  |
| SSP.06 | <p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> <li>● Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global)</li> <li>● Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity</li> <li>● Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena</li> <li>● Examining how geographers use regions and how perceptions of regions are fluid across time and space</li> <li>● Analyzing interaction between humans and the physical environment</li> </ul> |

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## The Sociological Point of View

**Overview:** Students will be introduced to the study of sociology and the sociological perspective, including major theoretical perspectives and methods of sociological research.

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| S.01 | Define sociology as a field of study, and describe its origins.  | C, H |
| S.02 | Compare and contrast sociology with other social sciences.   | C    |
| S.03 | Explain how hypothesis testing is applied in sociology, including the concepts of dependent and independent variables.   | C    |
| S.04 | Evaluate the strengths and weaknesses of major methods of sociological research (i.e., surveys and interviews, experiments, observations, content analysis, etc.). | C    |
| S.05 | Differentiate among various sociological perspectives or theories on social life (i.e., functionalist perspective, conflict theory, symbolic interaction, etc.).   | C    |
| S.06 | Evaluate various ethical issues in the study of sociology (e.g., confidentiality, consent, anonymity, and risk of harm).   | C    |

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## The Role of Culture in Society

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| <b>Overview:</b> Students will analyze the nature of culture and the role it plays for the individual and society. |  |      |
| S.07   | Describe components of culture (e.g., nonmaterial culture, norms and values, material culture, subcultures, etc.).           | C    |
| S.08   | Explain how the various components of culture form a whole culture.  | C    |
| S.09   | Define and give examples of cultural norms (e.g., folkways, morality, taboos, laws, social expectations, manners, etc.).     | C    |
| S.10   | Compare and contrast various cultures of the world.  | C, G |
| S.11   | Explain how language reflects and transmits culture (e.g., code switching, slang, regional differences, etc.).               | C, G |
| S.12   | Analyze how culture influences individuals (e.g., ethnocentrism, cultural relativity, culture shock, American values, etc.). | C    |
| S.13   | Describe how the social structure of a culture affects social interaction.   | C    |

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## Functions and Structures of Social Institutions

**Overview:** Students will learn how to deconstruct and evaluate cultural and societal structure through social institutions, individual roles and statuses, and the process of change.

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| S.14 | Identify and evaluate the functions of social institutions (e.g., family, education, religion, economy, government, etc.).  | C, E, P    |
| S.15 | Evaluate the role and effectiveness of social institutions.   | C          |
| S.16 | Explain how social problems can be a result of ineffective institutions (e.g., crime, poverty, etc.).   | C, P       |
| S.17 | Explain how social institutions and cultures change and evolve due to historical changes, globalization, the Internet age, countercultures, and social movements. | C, E, G, H |
| S.18 | Distinguish status from role.   | C          |

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## Self, Groups, Socialization, and Deviance

**Overview:** Students will examine groups and individuals within society and understand that society influences groups and individuals and groups and individuals influence society in a reciprocal fashion.

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| S.19 | Define and distinguish among social groups, formal organizations, and social institutions.   | C, P |
| S.20 | Classify types of social groups that exist in society (i.e., reference groups, primary groups, secondary groups, in-groups, out-groups, etc.).                           | C    |
| S.21 | Describe group roles, their dynamics, and their impact on group behavior.  | C    |
| S.22 | Explain the process of the social construction of the self (e.g., I and Me, role-taking, generalized other, identity, etc.).   | C    |
| S.23 | Define socialization, and describe the primary agents of socialization (i.e., family, peers, media, schools, religion, etc.).  | C    |
| S.24 | Examine the processes of socialization throughout one's lifespan.  | C    |
| S.25 | Define deviance, and describe conformity with and deviation from cultural norms.   | C    |
| S.26 | Differentiate among various explanations or theories for deviant behavior (i.e., control theory, anomie theory, differential association theory, labeling theory, etc.). | C    |
| S.27 | Analyze various social control techniques (e.g., informal social control, formal social control, stigma, criminalization, etc.).   | C    |
| S.28 | Examine the American criminal justice system's response to deviant behavior.   | C    |

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## Stratification and Social Inequality

**Overview:** Students will evaluate systems of stratification and how socialization and group membership affect an individual's social status. Students will analyze factors that produce opportunities and advantages for some and disadvantages for others.

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| S.29 | Identify common patterns of social inequality (i.e., privilege, poverty, power, race, ethnicity, class, gender, etc.).   | C |
| S.30 | Analyze effects of social inequality on groups and individuals (e.g., life chances, social problems, achievement, education, inter- and intra- group conflict among groups and individuals, etc.). | C |
| S.31 | Explain how social institutions distribute power among groups and individuals and how institutions can produce, reinforce, or challenge inequality.  | C |
| S.32 | Examine a school or community's response to deviant behavior.  | C |

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