GIRARD SCHOOL DISTRICT

RMU Principles of Sociology Curriculum & Pacing Guide

Unit 1: *Foundations of Sociology*

Unit Overview

Students learn to see the world through the sociological perspective and the sociological imagination, compare the three major theoretical perspectives, and learn how sociologists gather data. They then apply those tools to culture, socialization and the social structures that guide everyday interaction.

Essential Questions

- How does the sociological imagination connect personal troubles to public issues?
- How do functionalism, conflict theory and symbolic interactionism explain the same event differently?
- How do sociologists know what they know?
- How does culture shape what we think is normal?
- How do we become who we are?

Unit 1: I Can Statements (Weeks 1-5)

- I can explain the sociological perspective and apply C. Wright Mills' sociological imagination to a personal trouble and a public issue.
- I can identify the contributions of Comte, Spencer, Marx, Durkheim, Weber, Martineau and Du Bois.
- I can compare functionalism, conflict theory and symbolic interactionism and apply each to one social issue.
- I can describe the steps of the research process and compare surveys, participant observation, experiments, secondary analysis and case studies, including ethical safeguards.
- I can distinguish material and nonmaterial culture and explain norms, values, symbols, language, subcultures and countercultures.
- I can explain ethnocentrism and cultural relativism and give an example of each.
- I can explain how agents of socialization (family, school, peers, media, religion, work) shape the self, using Cooley, Mead and Piaget.
- I can distinguish macro- and microsociology and explain status, roles, groups and institutions.

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

- I can apply dramaturgy, ethnomethodology and the social construction of reality to everyday interactions.

Unit 1 Reference — Foundations of Sociology (Weeks 1-5)

Standards Addressed — Unit 1

- 7.3.12.A, B
- 8.1.12.A, B, D
- 5.2.12.G
- CC.8.5.11-12.C, H
- CC.8.6.11-12.B

Vocabulary

Content: sociology, sociological perspective, sociological imagination, personal trouble, public issue, positivism, social facts, *Verstehen*, theory, functional analysis, manifest function, latent function, dysfunction, conflict theory, symbolic interactionism, macro-level, micro-level, research method, hypothesis, variable, operational definition, survey, population, sample, random sample, participant observation, experiment, secondary analysis, case study, reliability, validity, correlation, causation, informed consent, culture, material culture, nonmaterial culture, symbolic culture, culture shock, ethnocentrism, cultural relativism, gestures, language, values, norms, sanctions, folkways, mores, taboo, subculture, counterculture, ideal culture, real culture, cultural diffusion, cultural lag, socialization, feral children, self, looking-glass self, role taking, generalized other, significant other, agents of socialization, peer group, anticipatory socialization, resocialization, total institution, life course, social structure, status, ascribed status, achieved status, master status, status inconsistency, role, role conflict, role strain, social institution, social integration, mechanical solidarity, organic solidarity, *Gemeinschaft*, *Gesellschaft*, dramaturgy, impression management, front stage, back stage, ethnomethodology, social construction of reality, Thomas theorem.

Resources: *Henslin, Essentials of Sociology: A Down-to-Earth Approach, 13th ed., Chapters 1–4 (Revel e-text and student resources); McGraw Hill Sociology: A Brief Introduction, 14th ed., High School Edition: chapter outline notes for the matching chapters; Crash Course Sociology (YouTube): episodes on the sociological imagination, major theories, research methods, culture, socialization and social interaction; Pew Research Center reports for reading real studies; American Sociological Association TRAILS teaching materials; Horace Miner, "Body Ritual Among the Nacirema" (1956).*

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

Multilingual Learner / Language Support

- Pre-teach each chapter's vocabulary list with visuals, cognates and student-made Frayer models; many sociology terms have Spanish and French cognates (*sociedad*, *cultura*, *estratificación*).
- Set a language objective for each lesson using the WIDA ELD Standards Framework, for example "I can compare two theories using whereas, similarly and in contrast."
- Give sentence frames for weekly journals, discussions and test essays tied to theory language: "A functionalist would argue… because…"
- Pair the Henslin reading with the McGraw Hill chapter outline notes and Crash Course videos with captions on.
- Allow home-language discussion and notes during learning, with final products in English for college credit.
- Invite students to compare cultural norms, family structures or schooling in their home country (Units 1 and 4) when they are comfortable sharing.

IEP Learner or 504 Plan Learner

- Provide every accommodation in the IEP or 504 plan on all class work and assessments. These plans fall under PA Chapter 14 (special education) and Chapter 15 (Section 504).
- Reading: Revel e-text with text-to-speech, chapter outline notes in advance, and chunked readings with focus questions.
- Writing: essay organizers using the RMU rubric (claim, theory, evidence, explanation), speech-to-text where the plan allows, and annotated model essays.
- Testing: extended time and breaks as approved; split the 100-point unit test across two blocks where the plan requires it.
- Discussions and presentations: advance notice of discussion prompts, prepared notes, and small-group or recorded options where the plan allows.
- Executive function: a printed unit calendar from this guide, weekly Schoology checklists for journals, and check-ins before the Media Review and case study due dates.

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lessons and readings.

Day(s)		Activities and assessments
1	Course launch; Ch 1 the sociological perspective	Syllabus review; "Why do you sit where you sit?" bell ringer
2	Ch 1 origins of sociology; key founders	Founders gallery walk; journal 1
3	Ch 1 theoretical perspectives	Theory lens activity: one photo, three perspectives
4	Ch 1 the research model; research methods	Methods matching cards
5	Ch 1 ethics in research; reading a study	Analyze a Pew Research Center report
6	Ch 1 review	Chapter vocabulary quiz
7	Ch. #1 Test Essay	50 summative point essay
8	Ch. #1 Content Test	25 multiple choice questions- 50 summative points
9	Ch 2 Culture	Intro: Student Perspective on Ch. #2- video from e-textbook
10	Ch 2 components of symbolic culture: symbols, language, values, norms	Norm-breaking discussion
11	Ch 2 ethnocentrism and cultural relativism	Horace Miner, "Body Ritual Among the Nacirema"
12	Ch 2 subcultures, countercultures and values in U.S. society	Subculture case studies
13	Ch 2 review	Chapter activity; exit ticket

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Day(s)		Activities and assessments
14	Ch. #2 Test Essay	50 summative point essay
15	Ch. #2 Content Test	25 multiple choice questions- 50 summative points
16	Ch 3 Socialization	Case discussion (Isabelle, Genie)
17	Ch 3 development of the self: Cooley, Mead, Piaget	Looking-glass self journal
18	Ch 3 agents of socialization	Agent mapping: "Who taught me that?"
19	Ch 3 gender socialization; resocialization and the life course	Toy and media ad analysis
20	Ch 3 review	Chapter activity
21	Ch. #3 Test Essay	Two 50 point summative essays= 100 summative points
	End of Unit One- not including chapter #4- Social Structure and Social Interaction	

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RMU Principles of Sociology Curriculum & Pacing Guide

Unit 2: *Groups, Deviance and Social Control*

Unit Overview

Students study how groups and organizations shape behavior, from small-group conformity to bureaucracy. They then ask who defines deviance, why people break norms, and how societies respond. Students choose their Case Study Research Assignment topic here, and the unit lays the groundwork for the mock trial capstone in Weeks 17–18.

Essential Questions

- How do groups pressure us to conform, and when do people resist?
- Why do large organizations become bureaucracies?
- Who decides what counts as deviant?
- Why do people commit crimes, and does the justice system treat everyone equally?

Unit 2: I Can Statements (Weeks 5-7)

- I can distinguish primary groups, secondary groups, in-groups, out-groups and reference groups.
- I can explain how group size and leadership styles affect group dynamics.
- I can explain conformity and groupthink using the Asch and Milgram experiments.
- I can describe the characteristics of bureaucracy and explain the McDonaldization of society.
- I can explain why deviance is relative and how norms and sanctions create social control.
- I can compare symbolic interactionist (differential association, control theory, labeling), functionalist (strain theory, illegitimate opportunity) and conflict explanations of deviance.
- I can analyze patterns in the U.S. criminal justice system, including incarceration rates and recidivism, using data.
- I can select a case study topic and frame a research question.

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

Unit 2 Reference — Groups, Deviance and Social Control (Weeks 5-7)

Standards Addressed — Unit 2

- 5.2.12.A, F, G
- 5.3.12.G
- 8.3.12.C, D
- CC.8.5.11-12.F
- CC.8.6.11-12.A

Vocabulary

Content: society, hunting and gathering society, pastoral society, horticultural society, agricultural society, industrial society, postindustrial (information) society, bioeconomic society, group, primary group, secondary group, in-group, out-group, reference group, social network, bureaucracy, formal organization, goal displacement, alienation, McDonaldization, dyad, triad, small group, leader, instrumental leader, expressive leader, authoritarian, democratic and laissez-faire leadership, conformity, groupthink, deviance, stigma, social control, sanctions (positive and negative), differential association, control theory, techniques of neutralization, labeling theory, strain theory, cultural goals, institutionalized means, illegitimate opportunity structure, white-collar crime, corporate crime, street crime, criminal justice system, recidivism rate, capital punishment, hate crime, medicalization of deviance.

Resources: *Henslin, Essentials of Sociology, 13th ed., Chapters 5–6; McGraw Hill Sociology: A Brief Introduction chapter outline notes; Crash Course Sociology: groups, formal organizations, deviance and theories of crime; Bureau of Justice Statistics and FBI Crime Data Explorer for crime and incarceration data; Asch conformity and Milgram obedience experiment videos (classroom-appropriate excerpts); Case Study Research Assignment topic list and research guide (Schoology)*.

Multilingual Learner / Language Support

- Pre-teach each chapter's vocabulary list with visuals, cognates and student-made Frayer models; many sociology terms have Spanish and French cognates (*sociedad*, *cultura*, *estratificación*).
- Set a language objective for each lesson using the WIDA ELD Standards Framework, for example "I can compare two theories using whereas, similarly and in contrast."
- Give sentence frames for weekly journals, discussions and test essays tied to theory language: "A functionalist would argue… because…"
- Pair the Henslin reading with the McGraw Hill chapter outline notes and Crash Course videos with captions on.

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- Allow home-language discussion and notes during learning, with final products in English for college credit.
- Invite students to compare cultural norms, family structures or schooling in their home country (Units 1 and 4) when they are comfortable sharing.

IEP Learner or 504 Plan Learner

- Provide every accommodation in the IEP or 504 plan on all class work and assessments. These plans fall under PA Chapter 14 (special education) and Chapter 15 (Section 504).
- Reading: Revel e-text with text-to-speech, chapter outline notes in advance, and chunked readings with focus questions.
- Writing: essay organizers using the RMU rubric (claim, theory, evidence, explanation), speech-to-text where the plan allows, and annotated model essays.
- Testing: extended time and breaks as approved; split the 100-point unit test across two blocks where the plan requires it.
- Discussions and presentations: advance notice of discussion prompts, prepared notes, and small-group or recorded options where the plan allows.
- Executive function: a printed unit calendar from this guide, weekly Schoology checklists for journals, and check-ins before the Media Review and case study due dates.

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Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lessons and readings.

Day(s)	Topic	Activities and assessments
22	Ch 5 Social Groups and Formal Organizations	Introductory Story on Gang Membership- Bloods and Crips
23	Ch 5 primary, secondary, in-, out- and reference groups; social networks	Social network map
24	Ch 5 bureaucracies and formal organizations; McDonaldization	Fast food bureaucracy analysis
25	Ch 5 group dynamics: size, leadership, conformity (Asch, Milgram), groupthink	Experiment video and discussion
26	Ch 5 review; Discussion #1	Schoology discussion
27	Ch. #5 Summative Test Essay	50 summative point essay
28	Ch. #5 Content Test	25 multiple choice content questions- 50 summative points
29	Ch. #6 Deviance and Social Control	View movie Trailer- Cool Hand Luke and discussion questions on evasive conditioning
30	Ch 6 symbolic interactionist theories: differential association, control theory, labeling	Theory application cards
31	Ch 6 functionalist and conflict theories: strain theory, illegitimate opportunities, white-collar crime	Merton strain chart
32	Ch 6 the criminal justice system: incarceration, recidivism, the death penalty, medicalization of deviance	Bureau of Justice Statistics data analysis; Case Study topics chosen
33	View: Cool Hand Luke	Content Questions

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Day(s)	Topic	Activities and assessments
34	Conclude: Cool Hand Luke	Assign: Short Essay Questions: 5 summative for 50 summative points
35	Ch. #6 Content Test	25 multiple choice questions= 50 summative points
36	End of Unit Two	Not including #37
37	Unit 2 test (Ch 5–6)	100-point test with essay

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RMU Principles of Sociology Curriculum & Pacing Guide

Unit 3: *Social Inequality*

Unit Overview

Students analyze how societies rank people: globally between nations, and within the United States by social class, race and ethnicity, gender and age. The unit carries the RMU objective most directly tied to how social, economic and political trends vary by race, class, gender and age.

Essential Questions

- Why are some nations rich and others poor?
- Is the United States a land of opportunity, or does class position determine life chances?
- Are race and ethnicity biological facts or social constructions?
- How do gender and age shape access to power, income and respect?

Unit 3: I Can Statements (Weeks 7-11)

- I can explain the systems of stratification (slavery, caste, estate, class) and why stratification is universal.
- I can compare the Most Industrialized, Industrializing and Least Industrialized Nations and evaluate colonialism, world system theory, dependency theory and the culture of poverty as explanations of global inequality.
- I can explain Marx's and Weber's views of social class and describe the components of class: wealth, power and prestige.
- I can describe the U.S. class structure and analyze the consequences of class for health, education, family life and justice.
- I can explain poverty and social mobility in the United States using Census data.
- I can explain race and ethnicity as social constructions and distinguish prejudice from discrimination, including institutional discrimination.
- I can describe patterns of intergroup relations, from genocide and segregation to assimilation and pluralism.
- I can distinguish sex from gender and analyze gender inequality in work, pay and violence.

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

- I can explain how age is socially constructed and analyze the effects of an aging population.

Unit 3 Reference — Social Inequality (Weeks 7-11)

Standards Addressed — Unit 3

- 7.3.12.A, B, D
- 7.1.12.B
- 5.3.12.G
- 5.1.12.J
- 8.3.12.A, C, D
- CC.8.5.11-12.G
- CC.8.6.11-12.A

Vocabulary

Content: social stratification, slavery, caste system, estate stratification, class system, meritocracy, divine right of kings, ideology, Most Industrialized Nations, Industrializing Nations, Least Industrialized Nations, colonialism, world system theory, dependency theory, culture of poverty, neocolonialism, multinational corporation, social class, means of production, bourgeoisie, proletariat, class consciousness, wealth, income, power, power elite, prestige, status consistency, underclass, working poor, social mobility (intergenerational, structural, exchange, upward, downward), poverty line, feminization of poverty, race, ethnicity, minority group, dominant group, ethnic work, prejudice, discrimination, racism, institutional discrimination, scapegoat, authoritarian personality, genocide, population transfer, internal colonialism, segregation, assimilation, multiculturalism (pluralism), sex, gender, gender stratification, patriarchy, glass ceiling, pay gap, sexual harassment, feminism, ageism, graying of America, life expectancy, dependency ratio, disengagement theory, activity theory.

Resources: *Henslin, Essentials of Sociology, 13th ed., Chapters 7–10; McGraw Hill Sociology: A Brief Introduction chapter outline notes; Crash Course Sociology: stratification, social class, poverty, race and ethnicity, gender, and aging; U.S. Census Bureau (data.census.gov) income, poverty and age data; Gapminder and Dollar Street for global comparisons; University of Richmond Mapping Inequality (redlining maps, including Pittsburgh); Pew Research Center reports on social mobility, race and gender.*

Multilingual Learner / Language Support

- Pre-teach each chapter's vocabulary list with visuals, cognates and student-made Frayer models; many sociology terms have Spanish and French cognates (*sociedad*, *cultura*, *estratificación*).

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- Set a language objective for each lesson using the WIDA ELD Standards Framework, for example "I can compare two theories using whereas, similarly and in contrast."
- Give sentence frames for weekly journals, discussions and test essays tied to theory language: "A functionalist would argue… because…"
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- Invite students to compare cultural norms, family structures or schooling in their home country (Units 1 and 4) when they are comfortable sharing.

IEP Learner or 504 Plan Learner

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- Writing: essay organizers using the RMU rubric (claim, theory, evidence, explanation), speech-to-text where the plan allows, and annotated model essays.
- Testing: extended time and breaks as approved; split the 100-point unit test across two blocks where the plan requires it.
- Discussions and presentations: advance notice of discussion prompts, prepared notes, and small-group or recorded options where the plan allows.
- Executive function: a printed unit calendar from this guide, weekly Schoology checklists for journals, and check-ins before the Media Review and case study due dates.

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Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lessons and readings.

Day(s)	Topic	Activities and assessments
39	Ch. #7 Global Stratification	Stratification system comparison chart
39	Ch 7 why stratification exists: functionalist and conflict views; how elites maintain power	Davis–Moore vs. Tumin debate
40	Ch 7 global stratification: the three worlds of development	Gapminder Dollar Street exploration
41	Ch 7 how nations became stratified: colonialism, world system, dependency, culture of poverty	Theory jigsaw
42	Ch 7 maintaining global stratification: neocolonialism, multinational corporations	Commodity chain case study
43	Global Stratification: Case Study	Model UN Security Council Meeting- 50 summative points
44	Ch 8 Social Class in the United States	Occupational prestige ranking
45	Ch 8 sociological models of the U.S. class structure	Class ladder activity
46	Ch 8 consequences of social class: health, education, family, justice	Census data lab
47	Ch 8 social mobility; poverty in the United States	Poverty budget simulation
48	Ch 8 review	Chapter activity; journal
49	Ch. #8 Chapter Quiz	50 summative points
50	Ch. #9 Race and Ethnicity	Social construction of race discussion

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Day(s)	Topic	Activities and assessments
51	Ch 9 prejudice and discrimination; individual and institutional discrimination	Implicit bias reading; redlining maps
52	Ch 9 theories of prejudice	Theory application
53	Ch 9 global patterns of intergroup relations	Continuum activity: genocide to pluralism
54	Ch 9 racial and ethnic relations in the United States	Group research jigsaw
55	Ch 9 review; Discussion #2	Schoology discussion
56	Summative Assessment	Create a google slideshow on a Civil Rights Issue from American Society- 50 summative points
57	Ch. #10 Gender and Age	Introductory reading in text, p. 304-305- College Students Visit the Red Light District in Tunisia
58	Ch 10 gender inequality in the United States: work, pay, violence	Pay gap data analysis
59	Ch 10 aging in global perspective; the graying of America	Population pyramid analysis
60	Ch 10 the symbolic interactionist, functionalist and conflict views of aging	Media portrayal of aging analysis
61	Ch. #10 Test Essay	50 summative point essay
62	Ch. #10 Content Test	25 multiple choice questions= 50 summative points
63	End of Unit 3	Not including #64 or #65
64	Unit 3 review	Review stations
65	Unit 3 test (Ch 7–10)	100-point test with essay

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RMU Principles of Sociology Curriculum & Pacing Guide

Unit 4: *Social Institutions*

Unit Overview

Students examine the institutions that organize social life (politics, the economy, the family, education and religion) and how each meets society's needs while reproducing inequality. The Sociology Celebration falls in this unit, the week before Thanksgiving, and the unit is a strong fit for the class field trip.

Essential Questions

- What makes power legitimate, and who really holds power in the United States?
- How has the economy changed work and inequality?
- What is a family, and how has it changed?
- Does education reduce inequality or reproduce it?
- Why does religion persist in modern societies?

Unit 4: I Can Statements (Weeks 12-15)

- I can distinguish power, authority and coercion and explain Weber's traditional, rational-legal and charismatic authority.
- I can compare democracy, dictatorship and oligarchy and evaluate the pluralist and power elite views of U.S. politics.
- I can describe the transformation of economic systems and compare capitalism and socialism.
- I can explain how globalization and technology are changing work.
- I can define marriage and family across cultures and apply the three perspectives to family life.
- I can analyze diversity and change in U.S. families, including divorce, blended families and cohabitation, using data.
- I can explain the manifest and latent functions of education and how the hidden curriculum and tracking affect students.
- I can apply Durkheim's, Marx's and Weber's views to religion and distinguish cults, sects, churches and ecclesias.

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Standards Addressed — Unit 4

- 5.1.12.C
- 5.3.12.A, B, K
- 5.2.12.E
- 7.3.12.B, D
- 8.3.12.C
- CC.8.5.11-12.G
- CC.8.6.11-12.B

Vocabulary

Content: power, authority, coercion, traditional authority, rational-legal authority, charismatic authority, routinization of charisma, monarchy, democracy, representative democracy, dictatorship, oligarchy, totalitarianism, citizenship, pluralism, power elite, checks and balances, lobbyists, special-interest groups, terrorism, economy, market, capitalism, socialism, democratic socialism, welfare capitalism, globalization of capitalism, multinational corporations, postindustrial economy, gig economy, household, marriage, family, nuclear family, extended family, family of orientation, family of procreation, endogamy, exogamy, polygyny, polyandry, patriarchy, matriarchy, egalitarian, homogamy, blended family, cohabitation, empty nest, divorce, family violence, education, credential society, manifest function, latent function, gatekeeping, tracking, hidden curriculum, cultural transmission of values, self-fulfilling prophecy, religion, sacred, profane, rituals, beliefs, religious experience, Protestant ethic, spirit of capitalism, cult, sect, church, ecclesia, secularization, civil religion.

Resources: *Henslin, Essentials of Sociology, 13th ed., Chapters 11–13; McGraw Hill Sociology: A Brief Introduction chapter outline notes; Crash Course Sociology: politics, the economy, family, education and religion; U.S. Census Bureau families and living arrangements tables; Pew Research Center Religious Landscape Study; Field trip options: Allegheny County Courthouse, a place of worship, a local government meeting or an RMU campus visit.*

Multilingual Learner / Language Support

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- Set a language objective for each lesson using the WIDA ELD Standards Framework, for example "I can compare two theories using whereas, similarly and in contrast."
- Give sentence frames for weekly journals, discussions and test essays tied to theory language: "A functionalist would argue… because…"

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- Pair the Henslin reading with the McGraw Hill chapter outline notes and Crash Course videos with captions on.
- Allow home-language discussion and notes during learning, with final products in English for college credit.
- Invite students to compare cultural norms, family structures or schooling in their home country (Units 1 and 4) when they are comfortable sharing.

IEP Learner or 504 Plan Learner

- Provide every accommodation in the IEP or 504 plan on all class work and assessments. These plans fall under PA Chapter 14 (special education) and Chapter 15 (Section 504).
- Reading: Revel e-text with text-to-speech, chapter outline notes in advance, and chunked readings with focus questions.
- Writing: essay organizers using the RMU rubric (claim, theory, evidence, explanation), speech-to-text where the plan allows, and annotated model essays.
- Testing: extended time and breaks as approved; split the 100-point unit test across two blocks where the plan requires it.
- Discussions and presentations: advance notice of discussion prompts, prepared notes, and small-group or recorded options where the plan allows.
- Executive function: a printed unit calendar from this guide, weekly Schoology checklists for journals, and check-ins before the Media Review and case study due dates.

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Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lessons and readings.

Day(s)	Topic	Activities and assessments
64	Ch 11 Politics and the Economy	View: e-textbook- Interview with a student for perspective on Ch. #11
65	Ch 11 types of government; the U.S. political system	Political participation data analysis
66	Ch 11 who rules the United States? Pluralism vs. the power elite; war and terrorism	Structured debate
67	Ch 11 the transformation of economic systems; capitalism and socialism	Economic system comparison chart
68	Ch 11 the globalization of capitalism; the changing nature of work	Future of work journal
69	Ch. #11 Test Essay	50 point summative essay
70	Ch. #11 Content Test	25 multiple choice questions= 50 summative points
71	Ch. #12 Marriage and Family	Family definitions activity
72	Ch 12 theoretical perspectives on the family; the family life cycle	Theory application
73	Ch 12 diversity in U.S. families	Census family data lab
74	Sociology Celebration (week before Thanksgiving)	Class celebration of sociology topics studied so far
75	Ch 12 trends in U.S. families; divorce and remarriage; family violence	Trend graph analysis
76	Ch 12 review; Discussion #3	Schoology discussion

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Day(s)	Topic	Activities and assessments
77	Ch. #13 Religion and Education	Manifest vs. latent functions of school
78	Ch 13 education: conflict and symbolic interactionist perspectives; tracking and the hidden curriculum	Hidden curriculum observation of our school
79	Ch 13 religion: what is religion? Three perspectives	Durkheim's sacred and profane
80	Ch 13 religion: types of religious groups; religion in the United States	Pew Religious Landscape data
81	Field trip to the Millcreek Mall for Participant Observation	Review of fieldwork observations of visitors and shoppers at the mall
82	Unit 4 review	Test Review Sheet with Class Notes
83	Unit 4 test (Ch 12–13)	100-point test with essay

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GIRARD SCHOOL DISTRICT

RMU Principles of Sociology Curriculum & Pacing Guide

Unit 5: *Population and Social Change*

Unit Overview

Students close the content sequence by studying population growth, urbanization, and the forces that drive social change, from technology to social movements to the environment. The unit returns to the promise of sociology (CO5): using what we know to build a better society. The Media Review is due at the end of the unit.

Essential Questions

- Is the world overpopulated, or are resources unequally distributed?
- Why do people move to cities, and what makes a city livable?
- What causes societies to change?
- How can sociology help solve environmental and social problems?

Unit 5: I Can Statements (Weeks 15-17)

- I can compare the Malthus theorem with the anti-Malthusian view and explain the demographic transition.
- I can calculate and interpret basic demographic measures and read a population pyramid.
- I can explain the push and pull factors of migration and the effects of immigration on the United States.
- I can describe the process of urbanization and apply the concentric zone, sector and multiple nuclei models to Pittsburgh or another U.S. city.
- I can explain urban problems and responses, including suburbanization, gentrification and urban renewal.
- I can explain theories of social change, including Ogburn's cultural lag, and the role of technology.
- I can explain the types and stages of social movements.
- I can analyze environmental problems from a sociological perspective, including environmental injustice, and propose a response.

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

Unit 5 Reference — Population and Social Change (Weeks 15-17)

Standards Addressed — Unit 5

- 7.3.12.A, C
- 7.4.12.A, B
- 8.3.12.C
- 5.2.12.E
- CC.8.5.11-12.G
- CC.8.6.11-12.A

Vocabulary

Content: demography, Malthus theorem, exponential growth, demographic transition, demographic variables, fertility rate, crude birth rate, crude death rate, net migration rate, push factors, pull factors, zero population growth, population pyramid, city, urbanization, megacity, megalopolis, metropolis, urban renewal, suburbanization, gentrification, concentric zone model, sector model, multiple nuclei model, edge city, alienation, community, social change, modernization, cultural lag, natural cycles, conflict over power, technology, social movement, proactive social movement, reactive social movement, alterative, redemptive, reformative and transformative movements, mass society, propaganda, environmental sociology, environmental injustice, sustainable environment, ecosabotage.

Resources: *Henslin, Essentials of Sociology, 13th ed., Chapters 14–15; McGraw Hill Sociology: A Brief Introduction chapter outline notes; Crash Course Sociology: demographics, urbanization, social change and social movements; Population Reference Bureau data sheets; U.S. Census Bureau population pyramids; Gapminder; University of Richmond Mapping Inequality (Pittsburgh's 1930s HOLC map); Media Review guidelines and rubric (Schoology).*

Multilingual Learner / Language Support

- Pre-teach each chapter's vocabulary list with visuals, cognates and student-made Frayer models; many sociology terms have Spanish and French cognates (*sociedad*, *cultura*, *estratificación*).
- Set a language objective for each lesson using the WIDA ELD Standards Framework, for example "I can compare two theories using whereas, similarly and in contrast."
- Give sentence frames for weekly journals, discussions and test essays tied to theory language: "A functionalist would argue… because…"
- Pair the Henslin reading with the McGraw Hill chapter outline notes and Crash Course videos with captions on.

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

- Allow home-language discussion and notes during learning, with final products in English for college credit.
- Invite students to compare cultural norms, family structures or schooling in their home country (Units 1 and 4) when they are comfortable sharing.

IEP Learner or 504 Plan Learner

- Provide every accommodation in the IEP or 504 plan on all class work and assessments. These plans fall under PA Chapter 14 (special education) and Chapter 15 (Section 504).
- Reading: Revel e-text with text-to-speech, chapter outline notes in advance, and chunked readings with focus questions.
- Writing: essay organizers using the RMU rubric (claim, theory, evidence, explanation), speech-to-text where the plan allows, and annotated model essays.
- Testing: extended time and breaks as approved; split the 100-point unit test across two blocks where the plan requires it.
- Discussions and presentations: advance notice of discussion prompts, prepared notes, and small-group or recorded options where the plan allows.
- Executive function: a printed unit calendar from this guide, weekly Schoology checklists for journals, and check-ins before the Media Review and case study due dates.

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lessons and readings.

Day(s)	Topic	Activities and assessments
84	Ch. #14 Population and Urbanization	Textbook- read and discuss: Celia at age 30 giving birth to her 13th child
85	Ch 14 population growth: fertility, mortality, migration; population pyramids	Population pyramid lab
86	Ch 14 urbanization: the development of cities; models of urban growth	Map Pittsburgh with urban models
87	Ch 14 city life and urban problems; suburbanization and gentrification	Mapping Inequality and Census tract comparison
88	Ch. #15 Social Change and the Environment	Change timeline: our grandparents' world vs. ours
89	Ch 15 technology and social change; cultural lag	Technology impact debate
90	Ch 15 social movements: types, tactics and stages	Social movement case study
91	Ch 15 the environment: environmental problems, environmental justice, the environmental movement	Environmental justice case study (for example, air quality in the Pittsburgh region)
92	Ch. #14-15 Unit Test/Final Exam	Two short summative test essays= 50 summative points and 50 multiple choice questions= 100 summative points

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