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| <p>COURSE: SOCIOLOGY AND CRIMINOLOGY</p> <p>UNITS OF CREDIT: One Semester (Elective)</p> <p>PREREQUISITES: None</p> <p>GRADE LEVELS: 10, 11, and 12</p> | <p>Course Overview: In Sociology-Criminology, students study human social behavior from a group perspective, including recurring patterns of attitudes and actions and how these patterns vary across time, among cultures, and in social groups. Students examine society, group behavior, and social structures, as well as the impact of cultural change on society—through research methods using scientific inquiry.</p> <p>This emphasis on sociology provides students the background needed to grasp the concepts of criminology: crime, criminals, courts, and corrections. Criminology explores alternative behaviors and lifestyles that may evolve to challenge norms. Guest speakers and field trips add vitality to the course. Students also participate in role-playing and simulations. They create multimedia projects, read, think critically, ask questions take notes, and do research.</p> |
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| <p>NCSS THEMES</p> <ul style="list-style-type: none"> • Culture • Time, Continuity, and Change • People, Places and Environments • Individual Development and Identity • Individuals, Groups, and Institutions • Power, Authority, and Governance • Production, Distribution, and Consumption • Science, Technology, Society • Global Connections • Civic Ideals and Practices | <p>OPI MONTANA STANDARDS</p> <ol style="list-style-type: none"> 1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. 2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility. 3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). 4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships. 5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption. 6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies. |
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COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES

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| <p>READING: 10 (Informational)</p> <p>RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> | <p>READING: 11-12 (Informational)</p> <p>RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> |
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RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

RST.9-10.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments, and knowledge derived from American Indian cultures), noting when the findings support or contradict previous explanations or accounts.

RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts political and legal relationships).

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6 Evaluate authors’, incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. Include texts by and about American Indians.

RH.11-12.9 Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10 Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WRITING: 10

WHST.9-10.1 Write arguments focused on discipline-specific content.

WHST.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

WHST.9-10.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

WHST.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented.

WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WRITING: 11-12

WHST.11-12.1 Write arguments focused on discipline-specific content.

WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WHST.11-12.1e Provide a concluding statement or section that follows from or supports the argument presented.

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9-10.3 (See note; not applicable as a separate requirement)

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

WHST.11-12.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

WHST.11-12.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

WHST.11-12.3 (See note; not applicable as a separate requirement)

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about American Indians.

WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about American Indians.

RANGE OF WRITING

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

| IEFA: ESSENTIAL UNDERSTANDINGS | HIGH SCHOOL: FOCUS AREAS (GLOBAL) |
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| <p>ESSENTIAL UNDERSTANDING 1: There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p> | <ul style="list-style-type: none"> ● Local and global Issues related to Indigenous cultures and languages <ul style="list-style-type: none"> ○ Cultural Preservation and revitalization ○ Bilingualism ○ Multiculturalism ○ Assimilation ○ Loss of diversity ○ Cultural homogenization ○ Marginalization ○ Linguistic rights ○ Civil rights ○ Human rights ○ Colonization ○ Nationalism ○ Globalization ● Indigenous perspectives on local/global problems <ul style="list-style-type: none"> ○ Climate change ○ Sustainable development ○ Global public health |
| <p>ESSENTIAL UNDERSTANDING 2: There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p> | <ul style="list-style-type: none"> ● Historical and political influences on Tribal Nation identity. <ul style="list-style-type: none"> ○ Identity development (personal experience) ○ Change (individually and collectively; over one’s life time and over the past decades) ● Indigenous Identity in the multicultural U.S. society and the globalizing world ● Individual identity vs. collective Tribal Nation identity <ul style="list-style-type: none"> ○ Contexts ○ Functions |
| <p>ESSENTIAL UNDERSTANDING 3: The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p> | <ul style="list-style-type: none"> ● Ideologies of Native traditional beliefs and spirituality in the modern day life <ul style="list-style-type: none"> ○ Complementarities ○ Clashes ● Indigenous ways of knowing vs. Western ways of knowing <ul style="list-style-type: none"> ○ Native science ○ Indigenous perspectives on ecology and environment |

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| <p>ESSENTIAL UNDERSTANDING 4: Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ul style="list-style-type: none"> I. Both parties to treaties were sovereign powers. II. Indian tribes had some form of transferable title to the land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists. | <ul style="list-style-type: none"> ● Reservation as a product of settler colonialism and imperialism ● Reservation system in the U.S. in contrast to other forms of colonization impacting Indigenous populations around the world ● Issues of Indigenous land rights in local and global contexts |
| <p>ESSENTIAL UNDERSTANDING 5: There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> Colonization/Colonial Period 1492 – 1800s Treaty Period 1789 - 1871 Assimilation Period - Allotment and Boarding School 1879 - 1934 Tribal Reorganization Period 1934 - 1958 Termination and Relocation Period 1953 - 1971 Self-determination Period 1968 – Present | <ul style="list-style-type: none"> ● Impacts and implications of inconsistent U.S. federal policies on Indigenous populations ● U.S. federal policies related to American Indians in contrast to national policies of other countries related to Indigenous populations ● Local and global examples of assimilation policies ● “Self-determination” movements around the world |
| <p>ESSENTIAL UNDERSTANDING 6: History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p> | <ul style="list-style-type: none"> ● History from the point of view of Indigenous people and the concepts of <ul style="list-style-type: none"> ○ Power ○ Discrimination and racism ○ Free and democratic society ○ Conflict ● Indigenous voices in the global context <ul style="list-style-type: none"> ○ Multicultural education ○ Social justice ○ Place-based knowledge ○ Politics ○ Participatory approach to development |

ESSENTIAL UNDERSTANDING 7: Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

- Evidence and counter-evidence of sovereignty being upheld
 - Montana
 - U.S.
 - Countries with Indigenous populations
- UN's Declaration of Indigenous People's Rights
 - Implications for local tribes
 - Implications for Indigenous peoples around the world
 - Legal implications locally and nationally

ESSENTIAL QUESTIONS – SOCIOLOGY & CRIMINOLOGY

- **Why was Sociology established as a distinct Science and how has the history of Sociological thought influenced modern sociological perspectives?**
- **How and why is Culture created?**
- **How do the components of culture influence collective and individual human behavior and interactions?**
- **How does social structure and status affect group formation, interaction and socialization?**
- **What purpose and role do social institutions have in transmitting culture?**
- **What are the characteristics of social inequality and what role does it play in determining collective and individual behavior?**
- **How do cultures determine conformity and deviance?**
- **What are the components and functions of the American Criminal Justice System?**
- **What are the social and economic impacts of criminal behavior on the community and individual?**
- **What career opportunities does Sociology and Criminology offer?**
- **What current events and issues relate to Sociology and Criminology?**

TOPICS AND KEY CONCEPTS – SOCIOLOGY & CRIMINOLOGY

TOPICS

- History of Sociological thought
- Culture
- Socialization, Cultural diversity and conformity
- Social Structure
- Social Institutions
- Inequality

KEY CONCEPTS

- Sociological Imagination
 - History
- Modern Perspectives
- Meaning of culture
 - Variation
- Components of Culture
 - Value Systems
 - Agents of Socialization
 - Personality
 - Adolescence
- Status
 - Role
 - Types of Societies
 - Groups
 - Organizations
- Family
 - Economy, Political
 - Education, Religion
 - Sport & Mass Media
- Social Stratification
 - Race
 - Class
 - Gender, Gender Identity

| TOPICS | KEY CONCEPTS |
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| <ul style="list-style-type: none"> • Deviance and Conformity • Criminal Justice System <ul style="list-style-type: none"> ○ Legislative ○ Law Enforcement ○ Judicial ○ Corrections ○ Habilitation/Rehabilitation and Treatment • Social Impacts of Deviance/Criminal Behavior • Economic Impacts of Deviance/Criminal Behavior • Career Opportunities • Current Events/Issues | <ul style="list-style-type: none"> • Nature of Deviance & Conformity <ul style="list-style-type: none"> ○ Theories of Deviance (biological, psychological, sociological) ○ Historical/philosophical theories • Passing laws <ul style="list-style-type: none"> ○ Development of law enforcement ○ Local, state, federal, international <ul style="list-style-type: none"> * Roles/duties * Landmark court cases * Montana State Court System * U.S. Federal Court System * Roles and Duties <ul style="list-style-type: none"> ▪ Trial ▪ Sentencing ▪ Types of Corrections <ul style="list-style-type: none"> ❖ Habilitation/Rehabilitation ❖ Treatment • Community and individual • Community and individual • Sociology & Criminology • Relevant issues |