



Board/Authority Authorized Course
Vernon Secondary School
Sociology 12

School District/Independent School Authority Name: Vernon School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#22
Developed by: J Morgan	Date Developed: Feb 6, 2019
Superintendent Approval Date (for School Districts only): June 19, 2019	Superintendent Signature (for School Districts only): On Course form
Board/Authority Approval Date: June 19, 2019	Board/Authority Chair Signature: On Course form
Course Name: Sociology	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis: This course is designed to help students examine sociological issues, theories and perspectives; as well as their role in society as a whole

Goals and Rationale:

Analyze how society and culture affects and shapes social behavior.

Develop critical, creative and logical thinking skills.

Identify and develop knowledge in the areas of major theories and perspectives of sociology

Understand how diverse influences and primary and secondary agents of socialization shape individual and group behavior

It is the intent of this course to cultivate the sociological mindset, which involves the ability to understand how individual and group behavior is shaped by society's historical development, how personal problems are connected to public issues of social structure, and how to work with others to improve social conditions. This mindset promotes critical thinking skills, which are essential for effective participation in professional, personal and public affairs.

Indigenous Worldviews and Perspectives:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place.

Learning involves generational roles and responsibilities.

Learning requires exploration of one's identity.

Emphasis is put on identity, the power of story, language and culture, and community involvement

BIG IDEAS

Agents of socialization impact and influence the individual and group	Education and family play a role in the formation of the individual	Mass media effects on society	The impacts of crime deviance in society	Impact and influence of culture on past and modern societies
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Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Theoretical Perspectives Compare and contrast the various sociological theories and perspectives Understand the contributions of influential sociologists Outline key ideas associated with social behaviour Culture and Socialization Define culture and its various origins Share and develop ideas regarding the evolution of culture Differentiate between various levels of culture Understand multiculturalism and cultural diversity Outline theories of childhood socialization and its effects Recognize theories and agents of socialization Understand the socialization across the individual's life course Crime and Deviance Understand the various forms and types of crime Identify deviance in sociological terms and its influence on society Explain social control and punishment Generate ideas about the influence of discrimination and prejudice Social Interactions and intimate relationships Outline the building blocks of social interactions Define the various theories associated with social interactions Examine group loyalty and types of love Obtain, interpret and present ideas about relationship roles and how they change Media and Gender Representation Recall and reflect about the significance of all media on society as a whole Define the various forms of media and the role each plays in the individual's life Compare the various theories of media effects Teach the influence of media on body image and gender roles in society Understand theories and perspectives of gender identity and role Recognize male-female interactions and social contracts Education Analyze the importance and role of education Understand the various theories associated with education and individual advantages and disadvantages Understand the various levels of education within society Debate the validity of education Family Define what family means in sociological terms Understand the evolution of families, marriage and common law	<i>Students are expected to know the following:</i> Contributions of influential sociologists Key ideas of major sociological schools of thought Factors that influence individual and group behaviour Levels of culture Social behaviour is influenced by individual and society Primary and secondary agents of socialization and examples of each The different types of crime Deviance in sociological terms Types of love and intimate relationships Media and the role it plays in socialization Impact of education in individuals' lives Definition of family, its evolution and its different forms

Big Ideas – Elaborations

Socialization: the process wherein people come to understand societal norms and expectations, to accept society's beliefs, and to be aware of societal values

Culture: shared beliefs, values, and practices

Deviance: actions or identities that differ from group norms.

Social Movement: a loosely organized but sustained campaign in support of a social goal, typically either the implementation or the prevention of a change in society's structure or values.

Gender: the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time.

Curricular Competencies – Elaborations

Students are expected to be able to do the following:

- Explore the development of technology in society from preindustrial societies to postmodern ones and examine how these changes affect the social structure of societies.
- Discuss poverty in North America and which groups are more likely to be poor.
- Discuss how a minority group may respond to repression.
- Examine how gender roles and expectations influence the positions and opportunities available to men and women.
- Explore gender inequality in society and how it affects men and women.
- Demonstrate respect for individual and cultural differences and recognize the importance of diversity in the workplace.

Content – Elaborations

Students are expected to know the following:

- The sociological approach and what sociologists do
- The development of sociology as a respected science
- The major sociological perspectives.
- How culture develops and evolves in a society
- Terms like folkways, language, norms, values, and sanctions
- Cultural variations like subcultures and countercultures
- What socialization is and how people learn to be members of their culture.
- The different socialization processes throughout the life course
- How socialization affects the development of the self.
- The social structure of society and how this structure affects your everyday life.
- How the agents of socialization teach individual's culture.
- How crime and deviance affect society.

Recommended Instructional Components:

Direct instruction
Debate and dialogue
Simulations
Student-in-role
Peer teaching
Guest Speakers
Experiential learning
Reflective Writing

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Journaling
Peer Assessment
Self-assessment
Orals
Presentations
Position Papers
Quizzes and exams

Learning Resources:**Suggested Materials:**

Sociology: Your compass to a new world Text: Fourth Canadian Version
Web based resources (e.G CBC Doc Zone)
Movie clips and documentaries(E.g. MISSRepresentation)



Ministry of
Education

BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT - To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board/Authority for approval, I Joe Rogers, Superintendent verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures*, and for ELL courses the ELL Guidelines: *Template for BAA Language Acquisition/Culture Courses*.

By signing below, I verify that the BAA Course:

- is not preparatory, remedial, or modified
- does not significantly overlap with current provincial curriculum
- name reflects the subject area and includes the grade level
- assigned grade level reflects the appropriate level of instruction
- credit value appropriately reflects the length and scope of the course
- synopsis clearly outlines what a student has gained when the course is completed
- rationale outlines the reasons for wanting to offer opportunities to study the course
- organizational structure outlines the specific topics, units or modules which include the learning outcomes, instruction and assessment components, and time allotments
- learning outcomes are assessable and observable and can be understood by students and parents
- instructional component clarifies learning outcomes and provides a range of pedagogical opportunities
- assessment component provides formative and summative opportunities to assess student achievement
- learning resources are age appropriate, support learning outcomes and diversity of learning rates and styles.

Course Name Sociology

Grade 12

Course Code YSSC

School District Name and Number 22 (Vernon)

Independent School Name and School Number

Name of District Superintendent/Independent or Offshore School Principal Joe Rogers, Superintendent of

Signature [Signature]

Date 06/19/2019

PART B: BAA COURSE AUTHORIZATION STATEMENT - To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request.
(Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5 (2)(c))

Name of Board/Authority Chair or Designate Robert Lee, Board Chair

Signature [Signature]

Date 06/19/2019

I declare that this BAA course is approved by the Board/Authority

PART C: FOR INDEPENDENT SCHOOLS ONLY BAA INSPECTOR CONFIRMATION

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA course noted above is fully compliant with the *Independent School Act* and the BC Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (Educational Standards Order, M41/91, s. 5(2)(c))

Name Inspector of Independent Schools or Designate

Signature

Date

Send Completed Form to Student Certification Branch
Email student.certification@gov.bc.ca

Revised October 26, 2016