

Curriculum Guide

Name of Course: Sociology

Written/Revised: 2009

Course Number: 251.01

Number of Credits: 5

Level of Course: CP-A

Grade Level Offered: 10, 11,12

Prerequisite: none

Course Description:

Principles of Sociology have been designed as an elective Social Studies course. The course is available for students in grades 10, 11, and 12. The purpose of the course is to introduce to the basic terminology and concepts of Sociology. This includes discussions on major contemporary social problems with emphasis placed on the role that the student can play as a responsible member of society. The course is also designed to offer examples of the kinds of problems sociologists study and to show the complexity of social or group life. The course is also designed to illustrate how sociologists seek answers through the use of applied problem-solving methods. A goal of the course is to provide the student with a clear understanding of the world and the mechanisms that motivate it. Topics such as aging, culture and deviance will be explored.

Students will :

1. Enhance their ability to apply sociological perspectives to their own social situations.
2. Use the sociological perspectives to analyze social patterns found in a familiar group.
3. Distinguish between folkways, mores, taboos, and laws; and give an example of each.
4. Be capable of listing five basic institutions, which exist in every society.
5. Promote greater objectivity with regard to one's attitudes and behaviors as well as those of other people.
6. Be able to assess the accuracy of various popular beliefs about social life.
7. Perceive the relationship between the present and the past –the individual and history.
8. Explain the concept of culture.
9. Stimulate thought about society and the individual's place in the social environment.
10. List and give examples of several of the basic elements of culture symbols, language, norms and values.
13. Define and give examples of subcultures.
14. Define and give examples of socialization.
15. Explain the ways in which sex roles are learned.
16. Describe the impact of television on the socialization of children in the United States.

17. Give the sociological definition of peer groups, in-groups, out-groups, reference groups, primary groups, secondary groups, and self-help groups.
18. Give the sociological definitions of groups and describe their importance in the lives of individuals.
19. Define and give examples of cooperation, competition, and conflict.
20. Compare and contrast romantic love and parentally arranged marriages as methods of mate selection.
21. Explain how exogamy, endogamy, the marriage gradient, and age guide mate selection in the United States.
22. Define monogamy and polygamy.
23. Identify and give examples of nuclear, conjugal, and extended families.
24. Describe current trends in the U.S. family size and child rearing practices.
25. Describe traditional sex roles in the American family and explain how they are changing.

By the end of Grade 12, students will be required to display a mastery of the New Jersey Core Proficiency Standards, building upon knowledge and skills gained in preceding grades. *Copies of the New Jersey Core Proficiency Standards are available upon request.*

Core Curriculum Content Standards Addressed:

Standard 6.1 All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of Civics, History, Geography, and Economics.

Standard 6.2 (Civics) All students will know, understand and appreciate the values and principles of American Democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

Standard 6.3 (World History) all students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future.

Standard 6.4 (United States and New Jersey History) All students will demonstrate knowledge of the United States and New Jersey history in order to understand life and events in the past and how they relate to the present and the future.

Course Outline/ Timeline:

A detailed course outline follows in the next section.

Unit One	The Nature of Sociology
Unit Two	Socialization: Nature v. Nurture Debate / Personality Development
Unit Three	The Aging Process
Unit Four	The Family
Unit Five	Deviance and Control
Unit Seven	Human Sexuality / Gender Roles and Inequality

Marking Period One

Chapter 1- The Sociological Point of View

Unit Goals

Students should be able to:

1. Describe what sociology is and explain what it means to have a sociological imagination.
2. Explain how sociology is similar to and different from other social sciences.
3. Describe how the field of sociology developed
4. Explain how the three main theoretical perspectives in sociology differ in their focus.
5. Introduce important sociological concepts and frames of reference for the purpose of acquainting students with the perspectives of sociology relative to the understanding of human behavior.
6. Stimulate thought about society and the individual's place in the social environment.
7. Promote greater objectivity with regard to one's attitudes and behaviors as well as those of other people.

Unit Objectives

1. Student content knowledge will be evaluated through the use of content quizzes, and a multiple choice chapter test,
2. Students will complete a group project on the Founders of Sociology. The groups will present material gathered in class for classmates to discuss and take notes on.
3. Students will complete a chart comparing the Founders of Sociology and matching their philosophies to their sociological perspectives.
4. Students will read and compile notes on the opportunities available to the sociology major.
5. Students will conduct research on how sociology relates to other disciplines.

Chapter 5 – Socializing the Individual

Unit Goals

Students should be able to:

1. Explain how isolation in childhood affects development.
2. Identify four main factors that affect the development of personality.
3. Explain how a person's sense of self emerges.
4. Identify and describe the theories that have been put forth to explain the process of socialization.
5. Identify the most important agents of socialization in the United States.
6. Explain why family and education are important social institutions.
7. Discuss why nurture a more adequate explanation of socialization than nature?

Unit Objectives

1. Student content knowledge will be evaluated through the use of content quizzes and a multiple choice chapter test.

2. Students will complete an individual project on the Presentation of Self through Music.
3. Students will complete a Personality Matrix Assessment Survey.
4. Students will use internet links to research the influence of heredity and environment on individual personality

Marking period Two

Chapter 6- The Adolescent in society

Unit Goals

Students should be able to:

1. Explain how adolescence developed as a distinct stage of the life cycle in the United States.
2. Discuss cultures where “teenagers” are nonexistent as part of the life cycle.
3. Identify the five general characteristics of adolescence.
4. Identify some of the social problems and issues facing contemporary teenagers.
5. Become familiar with sociological terms in the chapter such as; anticipatory socialization and puberty.
6. Identify peer groupings throughout High Point Regional High School and find commonality among the teen peer groups throughout the United States.
7. Discuss parenting issues that arise with the adolescent on American society.

Unit Objectives

1. Students will compile a list together of the numerous peer groups common in American society.
2. Students will read and discuss articles on peer influence and behavior.
3. Students will test their knowledge through quizzes as well as an objective test on the subject.
4. Students will analyze their own peers through various settings and report back to class in written and verbal form.
5. Students will view excerpts from a selection of “teen” movies to analyze the film industry’s portrayal of the American teenager.
6. Students will complete a school violence web quest on school shootings throughout the United States.
7. Students will “parent” and address problems/issues with their hypothetical teenage children.

Chapter 7- The Adult in Society

Unit Goals

Students should be able to:

1. Summarize Daniel Levinson’s theory of adult male development
2. Identify and describe the stages of adult female development.
3. Describe the characteristics of life during late adulthood.
4. Identify the new challenges that older Americans face.
5. Discuss common illnesses that affect the elderly, most specifically, Alzheimer’s disease.
6. Compare, contrast and understand cultural differences in regard to the aged.

7. Compare and contrast cultural perspectives on death and dying.

Unit Objectives

1. Students will read and discuss various articles on the aged in American society.
2. Students will demonstrate knowledge gained through taking a variety of quizzes as well as a chapter test on adulthood.
3. Students will determine fact from fiction in regard to aging based on notes and statistics given them in class instruction.
4. Students will experience “aging” themselves through a project activity in which they will “age” and perform various everyday functions throughout the building with the help of a guide.
5. Students will visit a local retirement community-assisted living-nursing home. There they will listen to various speakers on the running of the building as well as the care of the aged.
6. Students will conduct interviews of the elderly in the retirement community and assisted-living facility as well as the Alzheimer’s unit
7. Students will analyze the phases of aging through film in group projects and presentations.
8. Students will view the PBS documentary on Alzheimer’s.
9. Students will research funeral customs throughout the world and present power point presentations to the class from which notes will be taken.

Marking Period Three

Chapter 12 The Family

Unit Goals

Students should be able to:

1. Describe the norms that influence the ways in which marriage patterns are organized around the world.
2. Identify the basic societal needs that the institution of the family satisfies.
3. Explain how American families begin and describe some of the disruptions they might face.
4. Analyze some of the current trends in American family life currently being examined by sociologists.
5. Be familiar with sociological terms such as; nuclear family, patriarchal, matriarchal, and egalitarian, polygamy, polyandry, etc.
6. Read, discuss and become familiar with life in two paycheck marriages. “The Second Shift-Strains and Strategies”.

Unit Objectives

1. Students will observe and record data on their own family over a period of one week and discuss the findings with the class.
2. Watch a few weekly television programs containing one-parent families as well as two-parent families. Make a list of the problems encountered by the families on the programs and the methods the families used to solve their problems. Prepare and present a brief report.
3. Students will demonstrate knowledge gained through quiz evaluation of sociological terms.

4. Students will work in groups to conduct research on trends in the American family discussed in this chapter and create a chart in their notebook titled "Trends in the American Family".
5. Students will conduct interviews with their parent(s) or guardian about marriage, family, and some of the problems encountered in today's society affecting both of those entities.
6. Students will use the internet to conduct research on the effects of family disruption on children, schools, and society.

Chapter 8 Deviance and Social Control

Unit Goals

Students should be able to;

1. Explain the nature and social functions of deviance.
2. Compare the theories that have been proposed to explain deviance.
3. Identify the principle types of crime in the United States.
4. Explain the characteristics of the criminal justice system.
5. Identify current gangs and gang activity in America.
6. Discuss whether deviance is essentially a social invention.
7. Discuss the psychological aspects/characteristics or genetic predispositions of deviance.
8. Explain the labeling of deviance and why it may vary from one societal group to another.

Unit Objectives

1. Students will discuss and take notes on the nature and functions of deviance.
2. Students will compile a chart of the sociological perspectives of deviance.
3. Students will demonstrate knowledge gained through taking two quizzes on deviance and deviance perspectives.
4. Students will conduct group research on a particular gang and present a power point presentation to the class from which notes and discussion will generate.
5. Mr. Derin, High Point Security guard and ex-policeman, will give a presentation on gangs and gang activity in the state of New Jersey as well as Sussex County.
6. Students will conduct group research on American subcultures considered deviant by the larger society. The students will give power point presentations on the subcultures.
7. Students will demonstrate knowledge gained through taking a quiz on each subculture following the presentations.
8. Students will participate in a conflict resolution activity.

Marking Period Four

Chapter 11-Gender, Age and Health

Unit Goals

Students should be able to:

1. Analyze how gender roles affect the opportunities available to men and women.
2. Explain how gender roles are affected by socialization.
3. Discuss the changes in gender roles in American society throughout history.

4. Determine whether gender differences across cultures can be explained in terms of biological or social-psychological factors.
5. Compare and contrast gender roles and expectations cross culturally.
6. Provide examples of sexism in American society as well as in global cultures.
7. Read and take notes on the issue of violence against women worldwide.

Unit Objectives

1. Students will construct collages of advertisements along gender lines. Each student will present his/her collage with an explanation of the product being promoted as well as the possible sexism present. Students will have a choice as to a poster collage or a video collage.
2. Students will read, discuss and take notes on various articles on gender roles today.
3. Students will analyze children's books (both past and present) for gender roles, presenting their findings to the class.
4. Students will analyze film for gender roles present in children's films, cartoons, teen films, and films rated PG-13.
5. Students will analyze male and female stereotypes presented in the media.
6. Students will read and discuss the issue of sexual orientation as well as analyze statistics accompanying the reading
7. Students will demonstrate knowledge gained through taking a variety of open note quizzes on material.
8. Students will analyze children's gender specific toys and clothing.

Additional Assignments and Materials:

See Curriculum Guide that follows.

Film List

Bowling For Columbine (R)

Mona Lisa Smile

Freaks and Geeks

Breakfast Club

Tuesdays with Morrie

Cocoon

The Notebook

Reference/Textbook:

Text : **Sociology : The Study of Human Relationships** , 5th Edition, Thomas, W. Laverne,
Holt, Rinehart, and Winston, 2003.

Evaluation Tools:

Tests

40 %

Classroom participation	
Homework and quizzes	40 %
Research projects	20 %

Additional Course Policies:

The principal method of instruction is teacher-directed group discussion. Panel discussions are used for such topics as gender roles, censorship, etc.

Outside speakers are also used to supplement class discussion. Child Study Team members, community members, and police officials are examples of such outside speakers. Class trips may be used to further sociological study and to emphasize cultural issues. Students will also conduct observation and research within particular units.

Students are assigned textbook reading with questions for homework. Class discussion on the reading and homework is used to emphasize the main points.

Instruction may be supplemented by the use of films that correspond with unit lessons.

Students will be divided into groups of 3 or 4 and assigned short projects. This provides a better understanding of the concepts of group dynamics and cooperation; a fundamental concept of sociological study.

The instructor will determine the need for all research projects and group project based on the needs of the group.

It is the policy of the Social Studies Department that all assignments are to be presented in a timely manner. All assignments that are turned in after their due date will be considered "late." Assignments that are one day late will result in a permanent loss of credit.

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affect ional or sexual orientation, gender, religion, disability or socioeconomic status.