

Course Outline

Name of Course: Principles of Sociology **Written/Revised:** May 2009

Course Number: 251

Number Credits: 5

Level of Course: CP-A

Grade Level 10, 11, 12

Prerequisite: none

Course Description:

I. Introduction

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. Identify and discuss values, status, rank, and roles.
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. List five basic institutions, which exist in every society.
5. Distinguish between and give examples of internal and external social controls.
6. Explain the concept of culture.
7. Define the terms, "cultural shock" and give examples of how it occurs.
8. List and give examples of several of the basic elements of culture- symbols, language, time, space, norms, and values.
9. Define and illustrate ethnocentrism and cultural relativity.
10. Define and give examples of subcultures.
11. Define and give examples of socialization.
12. Explain the ways in which sex roles are learned.
13. Describe the impact of television on the socialization of children in the United States.
14. Give the sociological definition of peer groups, in-groups, out-groups, reference groups, primary groups, secondary groups, and self-help groups.

15. Give the sociological definitions of groups and describe their importance in the lives of individuals.
16. Define and give examples of cooperation, competition, and conflict.
17. Compare and contrast romantic love and parentally arranged marriages as methods of mate selection.
18. Define monogamy and polygamy.
19. Identify and give examples of nuclear, conjugal, and extended families.
20. Describe current trends in the U.S. family size and child rearing practices.
21. 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.*

II. New Jersey Core Proficiency Standards

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.

III. Course Outline

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

Unit One	The Nature of Sociology
Unit Two	Socialization: Nature v. Nurture Debate / Personality Development from Adolescence to Aged
Unit Three	Culture and Subcultures
Unit Four	The Family
Unit Five	Social Stratification
Unit Six	Deviance and Control

Film List

Bowling For Columbine (R)

Mona Lisa Smile

Philadelphia

Cocoon

On Golden Pond

Tuesdays With Maury

Freaks and Geeks

IV. Additional Policies Regarding this Course

The principal method of instruction is teacher-directed group discussion. Panel discussion are used for such topics as abortion, 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 film that correspond with unit lessons.

During the second marking period, students may be asked to complete a research project concerning some aspect of the school. This project is an opportunity for the student to show their understanding of the methods of sociological research.

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.

V. Course Evaluation

Tests	40 %
Classroom participation	
Homework and quizzes	40 %
Research projects	20 %

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.