

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: Sociology	Course Numbers: B 3565, G 3564, A 3563, H 3562
Department: Social Studies	Grade(s): 11-12
Level(s): Basic, General, Academic, Honors	Credit: 1/2
Course Description Sociology is the study of human social behavior. It assumes a group, rather than an individual, perspective. Sociologists look for patterns in social relationships. Individuals can benefit by using their sociological knowledge to evaluate events in their personal lives. In this course, students will explore such essential questions as <i>Why should we study society and what does it teach us?</i> and <i>What are the benefits and challenges of a diverse society?</i>	
Required Instructional Materials <ul style="list-style-type: none"> • <i>Sociology and You</i>, Jon M. Shepard & Robert W. Greene; Glencoe McGraw-Hill, 2003, including supplementary materials (Academic & Honors) • <i>Sociology, The Study of Human Relationships</i>, W. LaVerne Thomas; Holt, Rinehart and Winston, 2003, including supplementary materials (General & Basic) 	Completion/Revision Date Approved by Curriculum Council on November 23, 2004 Adopted by the Board of Education on January 24, 2005

Mission Statement of the Curriculum Management Team

The mission of the Social Studies Curriculum Management Team is to provide students with the opportunity to gain fundamental understanding of history, civics, economics, cultures, geography, and the social sciences so that they develop into responsible citizens who use analytical reasoning and historical thinking to make informed decisions about the issues that face our nation and world today.

Enduring Understandings for the Course

- The application of sociological thinking skills and knowledge has relevance and impact on the lives of individuals and the world in which they live.
- The study of human nature reveals the ideals, beliefs, values, and institutions of a culture.
- Individuals develop relationships within the context of a culture, and in turn, their actions influence that culture.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- Analytical questioning creates a purpose for research.
- The research process requires the use of a variety of resources to ensure validity.
- Interpreting and analyzing research results will answer a variety of questions.
- Organization is critical to the acquisition, application, and evaluation of information.
- Critical examination and evaluation of data is essential to making informed decisions.
- Recognizing a diversity of viewpoints benefits all.

<ul style="list-style-type: none">• Language reflects historical changes and cultural differences.
<ul style="list-style-type: none">• Examining social and civic issues helps to expand ones understanding of the world, its people, and themselves.
<ul style="list-style-type: none">• Writing is a tool used for thinking & learning.
<ul style="list-style-type: none">• Technology is a tool that can be used for collecting, organizing and presenting information.

LEARNING STRAND

1.0 Critical Thinking and Communication Skills

NOTE: This learning strand should be taught through the integration of the other learning strands included in this course. It is not meant to be taught in isolation as a separate unit.

ENDURING UNDERSTANDING(S)

- Analytical questioning creates a purpose for research.
- The research process requires the use of a variety of resources to ensure validity.
- Interpreting and analyzing research results will answer a variety of questions.
- Organization is critical to the acquisition, application, and evaluation of information.
- Critical examination and evaluation of data is essential to making informed decisions.
- Recognizing a diversity of viewpoints benefits all.
- Language reflects historical changes and cultural differences.
- Examining social and civic issues helps to expand ones understanding of the world, its people, and themselves.
- Writing is a tool used for thinking & learning.
- Technology is a tool that can be used for collecting, organizing and presenting information.

ESSENTIAL QUESTION(S)

- Why do I research?
- What are the benefits of using multiple media to locate information?
- How do I know my information is reliable (accurate, unbiased, current, and appropriate)?
- What is the purpose of using both primary and secondary sources?
- How does organizing the results of my research help me to use it?
- How does the consideration of different viewpoints influence how I think & act?
- How does time and place in history influence language?
- What am I trying to achieve through my writing?
- How is your style of writing influenced by your purpose?
- What are the benefits and limitations of using technology?

LEARNING OBJECTIVES *The student will:*

- 1.1 Generate research questions to be investigated.
- 1.2 Select information from a variety of sources.
- 1.3 Evaluate the validity of information, testing its credibility and identifying bias.
- 1.4 Interpret information from primary and secondary source documents.
- 1.5 Debate divergent points of view.
- 1.6 Compose a variety of text forms for different audiences using standard forms of English grammar and mechanics.
- 1.7 Analyze the various political, economic, social, and cultural interests that affect the development of human interaction.
- 1.8 Develop proposals regarding solutions to significant international, political, economic, demographic or environmental issues.
- 1.9 Justify personal beliefs, feelings and convictions.

INSTRUCTIONAL SUPPORT MATERIALS

- See other learning strands

SUGGESTED INSTRUCTIONAL STRATEGIES

- Reflective journal writing
- Web-based research and/or Web quests
- Debate
- Speakers
- Role plays and/or simulations
- Current events
- Political Cartoon Analysis
- Projects
- Directed Reading

SUGGESTED ASSESSMENT METHODS

- Student presentations
- Projects
- Writing pieces/journals
- Debates
- Simulations

<p>1.10 Recognize the personal responsibilities of citizens for responsible social change.</p> <p>1.11 Assess the need for social and political reform.</p> <p>1.12 Defend a position on a controversial topic.</p>	<ul style="list-style-type: none">• Critiques• Portfolios• Authentic assessments
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LEARNING STRAND

2.0 The Sociological Perspective, Origins, and Theories

ENDURING UNDERSTANDING(S)

- The application of sociological thinking skills and knowledge has relevance and impact on the lives of individuals and the world in which they live.

ESSENTIAL QUESTION(S)

- Why should we study society and what does it teach us?
- How can society be viewed through various theoretical perspectives?

LEARNING OBJECTIVES *The student will:*

- 2.1 Recognize how sociology's focus differs from and is similar to the focus of each of the other social sciences.
- 2.2 Analyze the contributions of the major pioneers of sociology.
- 2.3 Compare and contrast the three major theoretical perspectives in sociology today.

INSTRUCTIONAL SUPPORT MATERIALS

- *Sociology*, The Center for Learning, 1997
- *Sociology Activities*, volumes 1-3, Peanut Publishing, LLC; 2002

SUGGESTED INSTRUCTIONAL STRATEGIES

- In cooperative groups, develop visual representations of the three theoretical perspectives (Functionalism, Conflict Perspective, and Symbolic Interactionism). Utilize knowledge gained to compare and contrast the three perspectives
- Group discussion on the origins of sociology
- Create a graphic organizer that illustrates the similarities and differences of the social sciences
- Project: personal coat of arms that identifies how one is affected by society
- Field observation on human interaction with a focus on how people act in groups in terms of their body language
- Create a timeline of the development of sociology as a science

SUGGESTED ASSESSMENT METHODS

- Projects
- Student presentations
- Teacher observation of group activities
- Reflective journals
- Graphic organizers
- Visual representations
- Student participation
- Field observation notes
- Timeline

LEARNING STRAND

3.0 Culture

ENDURING UNDERSTANDING(S)

- The study of human nature reveals the ideals, beliefs, values, and institutions of a culture.

ESSENTIAL QUESTION(S)

- How do the beliefs and values of a culture affect individuals and society?
- What are the benefits and challenges of a diverse society?
- How does human behavior reveal human nature?

LEARNING OBJECTIVES *The student will:*

- 3.1 Evaluate to what extent social behavior is determined by culture and heredity.
- 3.2 Examine the relationship between culture and language.
- 3.3 Analyze the impact the essential components of culture have on a society.
- 3.4 Evaluate how the three theoretical perspectives view culture.

INSTRUCTIONAL SUPPORT MATERIALS

- *Sociology*, The Center for Learning, 1997
- *Sociology Activities*, volumes 1-3, Peanut Publishing, LLC, 2002
- *The Gods Must Be Crazy*, (VHS or DVD)
- *Bend It Like Beckham*, (VHS or DVD)
- *Dos and Taboos from Around the World*, Roger Axtell
- *Gestures*, Roger Axtell
- *Gender Differences*, John Stossel (TV special)

SUGGESTED INSTRUCTIONAL STRATEGIES

- Persuasive writing and/or speaking in response to the nature vs. nurture debate
- Investigate various aspects of American culture and create a picture collage depicting findings
- In groups, establish that students are on a ship with people whose ancestors were stranded on a secluded island. The people know nothing of America since the 1700s. Introduce American culture to them utilizing descriptive cultural traits. This can be documented through a daily journal of a 2-week voyage on the ship
- Simulate gestures and body language to examine the cultural meanings
- Research subcultures (i.e., the mafia, celebrities, musical interests, Amish, religion, age group, ethnic backgrounds etc.) via the Internet to compare and contrast the various cultural components with “mainstream” America
- Video with follow up discussion (see videos listed above)
- In cooperative groups, analyze the importance of culture from the three perspectives (Functionalism, Conflict Perspective, and

	<p>Symbolic Interactionism) and develop an oral presentation</p> <ul style="list-style-type: none">• Values auction: 10 items are put up for bid in a silent auction. Each student gets \$2500 to spend. Fill out bidding slips and decide which items to bid on. Students can put all their money on just a few items, or can spread it out over all 10. Reveals what students value• Compare and contrast American values past and present• Student-taught lessons about different cultural concepts (i.e., norms, values, folkways, mores, language, Sapir-Whorf Hypothesis, etc.)• Debate to what extent social behavior is determined by culture and heredity <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none">• Debates• Essays• Oral presentations• Reflective journals• Performances• Writing assignments• Simulations• Student participation• Student taught lessons• Picture collage
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<u>LEARNING STRAND</u>	
4.0 Socializing the Individual in Society	
<u>ENDURING UNDERSTANDING(S)</u>	<u>ESSENTIAL QUESTION(S)</u>
<ul style="list-style-type: none"> • Individuals develop relationships within the context of a culture, and in turn, their actions influence that culture. 	<ul style="list-style-type: none"> • How does one learn to become a contributing member of society? • Who or what influences who we are and who we will become?
<u>LEARNING OBJECTIVES</u> <i>The student will:</i>	<u>INSTRUCTIONAL SUPPORT MATERIALS</u>
<p>4.1 Evaluate the role socialization plays in human development.</p> <p>4.2 Analyze the role of the family, school, peer group, and media in the socialization process.</p> <p>4.3 Assess the effects of extreme isolation on children.</p> <p>4.4 Examine the socialization process in regards to the life cycle.</p> <p>4.5 Analyze case studies focusing on the issue of isolated children (e.g., Anna, Isabelle, Genie.)</p>	<ul style="list-style-type: none"> • <i>Sociology</i>, The Center for Learning, 1997 • <i>Sociology Activities</i>, volumes 1-3, Peanut Publishing, LLC, 2002 • <i>Genie: The Secrets of the Wild Child</i>, PBS Special • <i>Nell</i>, (VHS or DVD) • <i>The Truman Show</i>, (VHS or DVD) • <i>Taking Sides</i>, 7th Edition, 1992
	<u>SUGGESTED INSTRUCTIONAL STRATEGIES</u>
	<ul style="list-style-type: none"> • Develop skits using various socialization concepts (i.e., peer groups, mass media, family, looking-glass self, I-self, me-self, self concept, play stage, desocialization, etc.) • Create collages to represent student's looking-glass self, a visual representation of how we think others view us • Inquiry lesson on socialization in which students identify the concepts of socialization through a self-guided investigation using terms and/or pictures provided by the teacher • Video with follow up discussion (see videos listed above) • Group discussion on the affects of society on the self • In groups, create a children's story using the idea of socialization
	<u>SUGGESTED ASSESSMENT METHODS</u>
	<ul style="list-style-type: none"> • Self-evaluation and reflection • Reflective journals • Essays • Critiques • Skits • Collages • Student participation • Children's story

<u>LEARNING STRAND</u>	
5.0 The Family	
<u>ENDURING UNDERSTANDING(S)</u>	<u>ESSENTIAL QUESTION(S)</u>
<ul style="list-style-type: none"> The study of human nature reveals the ideals, beliefs, values, and institutions of a culture. 	<ul style="list-style-type: none"> Why do people form relationships? How does culture affect the institution of family? How has family structure changed over time?
<u>LEARNING OBJECTIVES</u> <i>The student will:</i>	<u>INSTRUCTIONAL SUPPORT MATERIALS</u>
<p>5.1 Compare and contrast the views of the family as proposed by the three major theoretical perspectives of sociology.</p> <p>5.2 Examine how the structure of the American family has evolved over time.</p> <p>5.3 Analyze the impact of various social issues on family life (e.g. divorce, violence, gay marriage, blended families etc.)</p>	<ul style="list-style-type: none"> <i>Sociology</i>, The Center for Learning, 1997 <i>Sociology Activities</i>, volumes 1-3, Peanut Publishing, LLC, 2002 <i>My Big Fat Greek Wedding</i>, (VHS or DVD) <i>Family Ties</i> or <i>All in the Family</i> (TV shows on video) <i>Taking Sides</i>, 7th Edition, 1992
	<u>SUGGESTED INSTRUCTIONAL STRATEGIES</u>
	<ul style="list-style-type: none"> Analyze case studies of marriage and family issues Debate the relevance of arranged marriages Group project on American families: students investigate various family designs Class discussion on how the theoretical perspectives view the functions of the family Video with follow up discussion (see videos listed above) Student-developed skits simulating various family issues and healthy ways to resolve them
	<u>SUGGESTED ASSESSMENT METHODS</u>
	<ul style="list-style-type: none"> Reflective journals Debates Performances Projects Essays Student presentations Case study interpretation Skits

LEARNING STRAND

6.0 Deviance and Social Control

ENDURING UNDERSTANDING(S)

- Individuals develop relationships within the context of a culture, and in turn, their actions influence that culture

ESSENTIAL QUESTION(S)

- How does human behavior reveal human nature?
- What makes a behavior deviant?

LEARNING OBJECTIVES *The student will:*

- 6.1 Differentiate the major functional theories of deviance.
- 6.2 Evaluate the positive and negative consequences of deviance.
- 6.3 Analyze the effectiveness of the various types of social control on deviant behavior.

INSTRUCTIONAL SUPPORT MATERIALS

- *Sociology*, The Center for Learning, 1997
- *Sociology Activities*, volumes 1-3, Peanut Publishing, LLC, 2002
- *Heroin Town*, The Hartford Courant, 2002
- *Liar, Liar*, (VHS or DVD)
- *Taking Sides*, 7th Edition, 1992

SUGGESTED INSTRUCTIONAL STRATEGIES

- Video with follow up discussion (see videos listed above)
- After watching the movie *Liar Liar*, have students write a memo to one of the characters in the movie discussing the main character's deviant behavior as part of the plot
- Conformity simulation in which students examine daily tasks they perform such as brushing their teeth or combing their hair. Discuss why they do these things, how they would feel if they didn't do them, how would they be viewed by others if they didn't do them?
- Debate on punishment and rehabilitation
- Field trip to Cheshire Correctional Maximum Security Prison
- Class discussions on how the theoretical perspectives view deviance and social control
- Students work in cooperative groups to simulate the various types of deviance (e.g., failure to meet accepted norms, over-conformity to norms, breaking of norms)
- In groups, develop presentations that highlight the major concepts of deviance

SUGGESTED ASSESSMENT METHODS

- Reflective journals
- Memo writing
- Debates
- Short stories
- Projects

- Role-plays
- Student participation
- Student presentations
- Simulations

LEARNING STRAND

7.0 Social Issues

ENDURING UNDERSTANDING(S)

- People are affected by environmental, economic, social, cultural and civic concerns.

ESSENTIAL QUESTION(S)

- What are the challenges of American society?
- What are the effects of power struggles on individuals in a society?

LEARNING OBJECTIVES *The student will:*

- 7.1 Analyze current social issues that are prevalent in American society.
- 7.2 Examine primary and secondary source documents about current social issues.
- 7.3 Gather data using a variety of resources.

INSTRUCTIONAL SUPPORT MATERIALS

- *Sociology*, The Center for Learning, 1997
- *Sociology Activities*, volumes 1-3, Peanut Publishing, LLC, 2002
- www.naacp.org
- www.ssc.wisc.edu/irp
- www.cpmcnet.columbia.edu/dept/nccp
- www.geron.com
- www.geocities.com/CapitolHill/7836
- soc.glencoe.com
- *Taking Sides*, 7th edition, 1992

SUGGESTED INSTRUCTIONAL STRATEGIES

- Persuasive writing on current social issues
- In groups, develop a public service announcement about a current social issue
- Research and discuss the major social issues that affect our society, follow up with a round table discussion
- Create PowerPoint presentations around major social issues and their impacts on society

SUGGESTED ASSESSMENT METHODS

- Reflective journals
- Research paper
- Written assignments
- Student participation
- Cooperative groups
- Public service announcement
- Student presentations

