

Subject : Sociology

Facilitator : Laura Gilliland

Grade Level: 11 & 12

TIMELINE	CONTENT	SKILLS	ASSESSMENT	NJCCCS
February 1-8	Understand that the sociological perspective enables us to see the impact of the larger social structure on individual attitudes and behavior. <ul style="list-style-type: none">▪ Define and illustrate the sociological imagination▪ Differentiate common sense judgements from scientific method in the study of society▪ Distinguish between micro sociological and macro sociological levels of analysis	<ul style="list-style-type: none">▪ Analyze a social problem from a sociological perspective, utilizing macro and micro views▪ Determine whether statements about social problems are true or false▪ Discuss the sociological factors that contribute to personal decisions	<ul style="list-style-type: none">• Monitor class discussion and activities.	6.1-A-2-8
February 11-15	Understand the origins of sociology and the basic principles of sociology's founding principles <ul style="list-style-type: none">▪ Describe the contributions of the "sociological fathers" Understand 3 major ? perspectives that permeate sociology <ul style="list-style-type: none">▪ Outline the major elements of perspectives▪ Illustrate the perspectives	<ul style="list-style-type: none">▪ Give oral presentation on major theorists▪ Apply theorists ideas to a given social issue▪ Compare and contrast sociological perspectives▪ Analyze a news article according to perspectives	<ul style="list-style-type: none">• Monitor class discussion and activities.• Grade homework assignments• Grade oral reports• Quiz students on material	6.1-A-1-8
February 18-22	Understand the use of scientific method in sociological research/inquiry <ul style="list-style-type: none">▪ Identify and illustrate the basic steps in the research process▪ Define and give examples of variables, hypothesis and operational definitions▪ Apply the scientific method to a class project/survey	<ul style="list-style-type: none">▪ Develop a hypothetical study illustrating use of scientific method▪ Identify independent and dependent variables, control groups, and experimental groups▪ Develop, administer, and analyze a sociological survey▪ Research a topic for class project	<ul style="list-style-type: none">• Monitor class discussions and activities.• Grade assignments.• Monitor survey process.• Grade survey project.	6.1-A-2-6

February 25 March 1	Understand the various research methods used by sociologists <ul style="list-style-type: none"> ▪ Define and give examples of each of the basic research methods ▪ Describe how sociologists use samples ▪ Explain reliability and validity, using surveys as examples ▪ Discuss the advantages and disadvantages of research methods 	<ul style="list-style-type: none"> ▪ Analyze various surveys ▪ Conduct an interview ▪ Analyze the words of a contemporary song for content analysis ▪ Given a list of research topics, choose the research method that would yield the most reliable and valid results ▪ Work cooperatively to develop hypothetical studies that illustrate the procedures used in research methods 	<ul style="list-style-type: none"> • Monitor class discussions and activities. • Grade homework assignments. • Test students on material. 	6.1-A-2-6
March 4-8	Understand social interaction <ul style="list-style-type: none"> ▪ Define social interaction from different perspectives ▪ Give examples of interaction ▪ Illustrate the principles of theories of social interaction ▪ Discuss how people reciprocally influence each other 	<ul style="list-style-type: none"> ▪ Role play social interaction ▪ Violate social interaction norms/analyze norms ▪ Observe social interaction from different perspectives ▪ View related films 	<ul style="list-style-type: none"> • Monitor class discussions and activities. • Test students on material. 	6.1-A-2 6.2-E-10
March 11-15	Understand the components of Social Structure <ul style="list-style-type: none"> ▪ Define the 5 components of social structure ▪ Give examples of status, roles, social groups, institutions, and societies ▪ Discuss the functions of social structure 	<ul style="list-style-type: none"> ▪ Describe one's self in regards to social structure ▪ Examine role conflicts ▪ Diagram social position ▪ Participate in an experiment on status ▪ Discuss social change as it relates to social structure 	<ul style="list-style-type: none"> • Monitor class discussions and activities. • Grade homework assignments. • Test students on material. 	6.1-A-7 6.2-E-10
March 18-22	Understand the elements of culture that guide behavior <ul style="list-style-type: none"> ▪ List, give examples of and compare norms, values, sanctions and symbols ▪ Compare material and non-material culture ▪ Analyze the use of sanctions ▪ Describe the relationship between culture and behavior 	<ul style="list-style-type: none"> ▪ Use examples from American culture to discuss norms, values, symbols, and sanctions ▪ Create a time capsule that represents American culture ▪ Use newspapers, magazines, and movies to discuss popular culture 	<ul style="list-style-type: none"> • Monitor class discussions and activities. • Grade homework assignments. • Test students on material. • Grade class projects. 	6.1-A-7,8 6.2-E-10,13

March 25 to Mid-April	<p>Understand various theories on cultural development</p> <ul style="list-style-type: none"> ▪ Explain the socio-biological view ▪ Analyze the socio-biological view ▪ Compare nature vs. nurture as means of acquiring culture ▪ Distinguish between cultural variation and cultural universals and give examples to support view 	<ul style="list-style-type: none"> ▪ Use examples of cultural universals and cultural variation to discuss nature vs. nurture on the origins of culture ▪ View a film on cultural comparisons ▪ Debate the socio-biological view 	<ul style="list-style-type: none"> • Monitor class discussions and activities. • Grade assignments. • Monitor and assign grades for debate. 	6.1-A-2-8 6.2-E-10
	<p>Understand cultural integration and cultural diversity</p> <ul style="list-style-type: none"> ▪ Distinguish between dominant culture, subculture and counter cultures ▪ Discuss subcultural change ▪ Explain cultural assimilation ▪ Contrast cultural relativism and ethno centrism? 	<ul style="list-style-type: none"> ▪ Identify membership in various subcultures ▪ Use the media to discuss the dominant culture and sub cultures ▪ Read a parody of American culture ▪ Outline the steps in assimilation 	<ul style="list-style-type: none"> • Monitor class discussions and activities. • Grade homework assignments. • Quiz students on material. 	6.1-A-2-8 6.2-E-10-13
Mid-April End of April	<p>Understand the process of socialization</p> <ul style="list-style-type: none"> ▪ Illustrate how socialization reflects cultural views and role patterns ▪ Identify critical aspects of socialization ▪ Explain the nature vs. nurture, debate a character development 	<ul style="list-style-type: none"> ▪ View film “Genie” to discuss the impact of socialization ▪ Study a graphic representation of the interaction of inherited potential and social environment ▪ Discuss recent studies on socialization 	<ul style="list-style-type: none"> • Monitor class discussions and activities. • Grade homework assignments. • Grade film questions. 	6.2-E-10
	<p>Understand the various perspectives on the socialization process</p> <ul style="list-style-type: none"> ▪ Define and identify agents of socialization ▪ Outline the roles of agents of socialization ▪ Differentiate intentional from unintentional socialization 	<ul style="list-style-type: none"> ▪ Discuss personal experiences of child/parent issues ▪ Collect examples of media socialization ▪ Discuss socialization “lessons” ▪ View “Sociological Imagination” 		6.1-A-2-8 6.2-E-10-13

	<p>Understand stages of psychosocial, cognitive, and moral development in the socialization process</p> <ul style="list-style-type: none"> ▪ Identify the central concerns and ideas in Erik Eriksons', Jean Piaget, and Lawrence Kohlberg's stage theories 	<ul style="list-style-type: none"> ▪ View "childhood lessons" ▪ Discuss crises people experience at various stages in life ▪ Identify Piaget's stages of cognitive development ▪ From a given example, describe behavior according to level of moral development 	<ul style="list-style-type: none"> • Test students on material. 	<p>6.1-A-2-8 6.2-10</p>
May 1-15	<p>Understand deviance as behavior that violates social norms and understand social control</p> <ul style="list-style-type: none"> ▪ Identify myths about deviance ▪ Explain the social definition of deviance ▪ Define and discuss social control ▪ Analyze crime ▪ Analyze theories on deviance 	<ul style="list-style-type: none"> ▪ Discuss examples of behaviors to get at definition, myths, and social control of deviance ▪ List solutions to deviance and discuss pros and cons ▪ Write a paper on a ? of deviance providing an explanation of deviance 	<ul style="list-style-type: none"> • Monitor class discussions and activities. • Grade research paper. • Grade homework assignments. • Test students on material. 	<p>6.1-A-2-8 6.2-10-13</p>
May 15-22	<p>Understand the dimensions of social stratification</p> <ul style="list-style-type: none"> ▪ Examine income, wealth and power, and prestige ▪ Compare views on the concentration of wealth & power ▪ Analyze social mobility in the US ▪ Assess current research on social mobility ▪ Discuss strategies used by the US to reduce economic inequality 	<ul style="list-style-type: none"> ▪ Study US Census Bureau charts and graphs ▪ Conduct interviews to obtain prestige ratings of occupations ▪ Read and discuss case studies ▪ Rank hypothetical individuals by social class and analyze rankings 	<ul style="list-style-type: none"> • Monitor class discussions and activities. • Grade homework assignments. • Grade projects. • Test students on material. 	<p>6.1-A-2-8 6.2-B-5 6.4-L-7 6.5-A-1-B-6</p>
May 22 June 1	<p>Understand gender differences and gender stratification</p> <ul style="list-style-type: none"> ▪ Define terms ▪ Summarize biological, psychological, and cultural differences ▪ Analyze gender stratification in the workforce, politics, and the home ▪ Discuss the women's movement ▪ Describe and assess the costs and benefits of the traditional female 	<ul style="list-style-type: none"> ▪ Survey attitudes on gender roles ▪ Examine studies on gender differences ▪ Debate gender differences ▪ Examine and discuss statistics on women in the labor force and politics ▪ View "60 Minutes" spot on discrimination in hiring ▪ Construct a chart on pros and cons of traditional roles ▪ Discuss stereotypes and socialization on influences 	<ul style="list-style-type: none"> • Monitor class discussions and activities. • Grade homework assignments and projects. • Test students on material. • Grade charts. 	<p>6.1-A-2-8 6.2-E-10-13 6.2-B-5 6.4-L-7</p>

	<p>and male roles</p> <ul style="list-style-type: none"> ▪ Describe how parents, schools, peers, and the media contribute to gender socialization ▪ Summarize recent trends in regard to gender roles 			
June 1-15	<p>Understand the experiences of major racial and ethnic groups in America</p> <ul style="list-style-type: none"> ▪ Describe past and present experiences of racial and ethnic groups ▪ Discuss the state of race relations in the present 	<ul style="list-style-type: none"> ▪ Give an oral report on a particular minority group ▪ Research race and ethnic distribution in the US and summarize information ▪ Collect news articles on race relations. Discuss. ▪ Share aspects of racial and ethnic identity ▪ View and discuss “Eye of the Storm” ▪ Brainstorm examples of stereotypes and discuss origins of stereotypes ▪ Participate in intergroup conflict simulation and discuss experience ▪ Analyze Langston Hughe’s Poem, “A Raisin in the SUN” 	<ul style="list-style-type: none"> • Monitor class discussions and activities. • Grade projects. • Grade homework assignments. • Test students on material. 	<p>6.1-A-2-8 6.2-B-5 6.4-L-7</p>
	<p>Understand strategies that have been developed to reduce or eliminate institutional discrimination in the US</p> <ul style="list-style-type: none"> ▪ Summarize the research on race and education ▪ Summarize the research on affirmative action and race ▪ Assess the improvement in education and jobs among racial groups 	<ul style="list-style-type: none"> ▪ Read and discuss current studies on education and employment as it relates to race ▪ Write an essay on the effectiveness of the Civil Rights Act of 1964 ▪ Debate topic: Affirmative Action or Reverse Discrimination? 		<p>6.1-A-2-8 6.2-B-5 6.4-L-7</p>

	<p>Understand Cultural diversity</p> <ul style="list-style-type: none">▪ Appreciate the contributions of race and ethnic groups▪ Discuss the assimilation of race and ethnic groups	<ul style="list-style-type: none">▪ Give examples of individuals and groups that represent cultural diversity▪ Debate topic: Melting Pot or Salad Bowl?▪ Study Statistics and graphs on US demographics		<p>6.1-A-2-8 6.2-E-10,13 6.4-L-7</p>
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