

SOCIAL STUDIES DEPARTMENT

SOCIOLOGY: COURSE #276

Contact Information

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The Department's Educational Philosophy

The goal of the Social Studies Department is to provide students with the information and skills necessary to act as responsible global citizens. To achieve this goal we facilitate the process whereby students develop an understanding of American culture. Culture includes the unique characteristics of American society – its social structure, economic system and political organization. An understanding of American society must be grounded in a knowledge of the general patterns of western civilization from which American culture evolved. In an age of increasing global interconnectedness, it is vital to develop an awareness of and appreciation for other cultures.

Guiding Principles

All social studies students should:

- Demonstrate an awareness of the major factors involved in the development of civilizations from the Middle Ages to the present.
- Acquire useful and relevant information about the world in which they live.
- Develop the necessary skills to gather further information about whatever interests them.
- Think critically about sources of information, both primary and secondary, recognizing bias and viewpoint and separating fact and fiction.
- Interpret the world around them in such a way that they can make responsible decisions and act upon them effectively.
- Develop personal values and a sense of their own worth and dignity as individuals.
- Respect and appreciate one's own culture and way of life, as well as those of others.
- Be aware of the dependence of humans on their total environment and develop a personal concern for the preservation of an environment worth living in.
- Possess a sense of responsibility toward others and a willingness to work in a cooperative way for the common good.
- Develop a respect for learning and a desire to continue to learn beyond the opportunities provided by formal education.

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Course Frequency: Five times per week

Credits Offered: 2.5

Prerequisites: None

Background to the Curriculum

Sociology is an elective course that was developed to supplement the required courses offered by the social studies department. Sociology is heterogeneously grouped and therefore is geared toward students of all academic backgrounds; it is predominately taken by students in their junior or senior year. This course introduces students to the concepts, principles, theories, and methodology of the general field of sociology with an emphasis on contemporary American society. As sociology has not been addressed by the state of Massachusetts under Education Reform, the ABRHS curriculum has been aligned with the comprehensive curriculum frameworks and standards for the teaching of high school sociology from the state of Indiana.

Core Topics/Questions/Concepts/Skills

Core Content Domains:

History and Methodology

Culture

Socialization

Social Culture and Social Interaction

Deviance, Crime, and Social Control

Social Stratification and Class Inequality

Ethnic and Racial Minorities

Social Institutions

Contemporary American Social Issues

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
<i>History and Methodology</i>	
1] Analyze the major trends in the early development of sociology: the classic figures, early Americans, and theoretical perspectives.	1.3
2] Compare and contrast sociology with other social sciences.	1.2
3] Describe the process of sociological research: sociological explanation, research methods, and ethics.	1.5
4] Describe how sociologists develop a point of view on the basis of social facts, not common sense assumptions.	1.4

<i>Culture</i>	
1] Analyze the components of culture.	2.2
2] Describe and evaluate material and non-material culture.	2.1
3] Explain and analyze the diversity and unity of culture: cultural universal, ethnocentrism, subcultures, cultural integration, and cultural change.	2.3
4] Describe American culture, and assess the impact of culture on the individual.	2.4
5] Compare and contrast American culture to cultures around the world.	2.5
6] Explain and demonstrate cultural relativism.	
<i>Socialization</i>	
1] Evaluate the various theories on personal development.	4.2
2] Analyze the importance and influence on development of agents of socialization: family, peer groups, school, religion, and mass media.	4.3
<i>Social Culture and Social Integration</i>	
1] Analyze the units of social structure: status and role.	3.1
2] Explain and analyze social interaction: symbolic interactionism.	3.2
3] Identify and describe the various forms of social interaction.	3.3
4] Describe the nature of social groups.	6.1
5] Explain how groups are structured and how groups work.	6.2
6] Assess the impact of group decision-making.	6.4
7] Identify and describe different types of societies.	
<i>Deviance, Crime, and Social Control</i>	
1] Describe the nature of deviance.	8.1
2] Identify and describe the social functions of crime.	
3] Analyze the types of social control.	8.2
4] Explain the types of crime.	8.3
5] Examine and evaluate the criminal justice system.	8.4
6] Identify and describe the various theoretical explanations of deviance.	
7] Evaluate the high rate of crime in America: causes and solutions.	8.5

<i>Social Stratification and Class Inequality</i>	
1] Assess what determines social stratification.	7.1
2] Explain social status, rankings, and status inconsistency.	7.2
3] Analyze the social classes of the United States and assess the characteristics and culture of each class.	7.3
4] Describe social mobility.	7.4
5] Evaluate how class differences impact life chances.	7.5
6] Describe poverty in the United States and the social welfare system.	7.6
<i>Ethnic and Racial Minorities</i>	
1] Describe the characteristics of ethnic, racial, and minority groups.	9.1
2] Identify and explain patterns of intergroup relations: prejudice and discrimination.	9.2
3] Identify and analyze patterns of minority group treatment: cultural pluralism, segregation, population transfer, genocide, and subjugation.	
4] Identify and analyze the social and psychological responses of minority groups: rejection, acceptance, assimilation, segregation, and legal protection.	9.4
5] Describe the current status of race relations and evaluate the future of race relations.	9.5
<i>Social Institutions: Religion, Education, and Sport</i>	
1] Identify and describe the social functions of religion.	10.3
2] Describe religion in the United States: beliefs, membership, participation, religiosity, and the new religious consciousness.	10.4
3] Identify and describe the social functions of education.	
4] Assess the status of education in the United States and in Massachusetts.	10.6
5] Evaluate the trends and issues in education that impact society.	10.7
6] Identify and describe the social functions of sport.	
7] Identify and describe the issues in sport that impact society.	

<p><i>Contemporary American Social Issues</i></p> <ol style="list-style-type: none"> 1] Identify and describe the existence of American social problems. 2] Analyze possible solutions to American social problems. 3] Identify and analyze varying viewpoints of controversial social issues. 4] Formulate opinion of controversial social issues. 	
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Assessment

Student assessment is based on a variety of criteria, such as unit tests and quizzes, class work, homework, and effort. Unit tests and quizzes typically are comprised of multiple choice questions, fill-in-the-blanks, identifications, short answers, and essays. Alternative assessments are also varied and frequent throughout the course: collaborative group projects and class debates on controversial social issues. Homework is assigned regularly and consists of textbook readings and worksheets, article analysis, and weekly opinion papers on controversial social issues. Class participation is expected consistently. A cumulative final is given at the end of the semester.

Technology and Health Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

<u>Course activity: skills &/or topics taught</u>	<u>Standard(s) addressed through this activity</u>
<ol style="list-style-type: none"> 1] Students are required to perform internet research when writing opinion papers on controversial social issues. 	

Materials and Resources

Student Text:

Thomas, W. L., Sociology: The Study of Human Relationships, 5th edition. (1995) Holt, Rinehart, and Winston.

Supplementary Texts:

Patrick, P.M., All Souls: A Family Story from Southie, (1999) Ballantine Books.

Finsterbusch, K. and McKenna G., Taking Sides: Clashing Views on Controversial Social Issues, 5th edition. (1988) The Dushkin Publishing Group, Inc.

Newspaper and magazine articles

Numerous class handouts