

Sociology I Course Overview

Content Area: **Social Studies**
Course(s): **SOCIOLOGY I**
Time Period:
Length: **Semester**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Social Studies

Sociology I

Course Number: 1057

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Course Adoption: 4/21/1986

Curriculum Adoption: 9/9/1993

Date of Last Revision Adoption: 9/1/2017

Course Description

This course provides students with an introductory survey of the key concepts, methods and problems central to the study of Sociology. It is designed to teach students to think like sociologists by developing a "Sociological Imagination", which will enable them to view their own lives within a larger social and historical context. It includes such topics as socialization, culture, group behavior, adolescent behavior, the adult in society, family, and marriage.

SCED: 04258 Sociology

Sociology courses introduce students to the study of human behavior in society. These courses provide an overview of sociology, generally including (but not limited to) topics such as social institutions and norms, socialization and social change, and the relationships among individuals and groups in society.

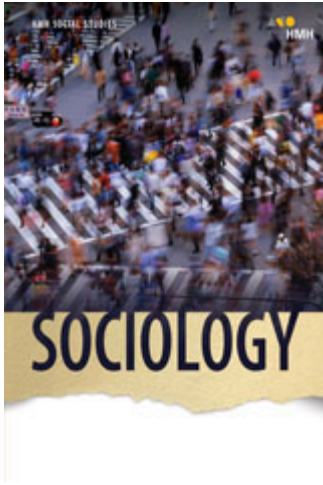
#1057: Sociology I

Course #	School #	Course Level	Grade(s)	Credits	Min.	Per Week	Elective/Required	Initial Course Adopted
1057	50	A	10-12	2.50	210		E	04/21/1986

Class Materials

Textbook:

Steele, Tracey. Sociology: Houghton Mifflin Harcourt Publishing, 2018



Units of Study

Unit 1: The Sociological Perspective

Essential Questions – What is the sociological perspective and how does this view help us understand society? How do sociologists view and think about society? What factors led to the development of sociology? Who are some of the early pioneers in the field and what were their contributions?

Unit 2: Social Structure and Socialization

Essential Questions – Is nature or nurture more important in social development? What are the most important agents of socialization and how do they affect the socialization process? How does socialization change during the life course? How are status and roles related? What are social institutions?

Unit 3: The Adolescent in Society

Essential Questions – How has the concept of adolescence developed as a distinct stage of the life cycle in the United States? What are the five general characteristics of adolescence? What are the major challenges facing adolescents today? How is society helping to meet those challenges?

Unit 4: Marriage and Family

Essential Questions- What are universal themes related to marriage and weddings? How do marriage and kinship patterns differ among cultures? What are some of the recent trends in marriage and family? What are the basic functions of the family? What are the different types of family systems?

Unit 5: Culture

Essential Questions – What are the basic components of culture? What is culture and what are the components of material and nonmaterial culture? What are norms, mores, and sanction? How do these become internalized? How do values develop and how are exhibited in American society? How have values changed over time? What factors account for cultural variations within and between cultures? How does cultural change occur?

Standards

SOC.9-12.1.1.1	Scientific method
SOC.9-12.1.1.2	Hypotheses
SOC.9-12.1.1.3	Independent and dependent variables
SOC.9-12.1.1.4	Scientific study of society
SOC.9-12.1.2.1	Impact of social context on human behavior
SOC.9-12.1.2.2	Social construction of reality
SOC.9-12.1.2.3	Sociological imagination
SOC.9-12.1.3.4	Content analysis
SOC.9-12.1.3.5	Research ethics
SOC.9-12.1.4.1	Functionalist perspective
SOC.9-12.1.4.2	Conflict theory
SOC.9-12.1.4.3	Symbolic interaction

SOC.9-12.2.1.1	Nonmaterial culture, including norms and values
SOC.9-12.2.1.2	Material culture
SOC.9-12.2.1.3	Subcultures
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.2.2	Cultural relativity
SOC.9-12.2.2.3	Culture shock
SOC.9-12.2.2.4	American values
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4.2	Countercultures
SOC.9-12.3.1.1	Primary agents of socialization: family, peers, media, schools, and religion
SOC.9-12.3.2.2	Role-taking
SOC.9-12.3.2.3	Generalized other
SOC.9-12.3.2.4	Identity
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality
SOC.9-12.4.2.2	Social problems
SOC.9-12.4.2.3	Inter- and intra-group conflict

Grading and Evaluation Guidelines

GRADING PROCEDURES

In terms of proficiency level the East Brunswick grades equate to:

- A Excellent - Advanced Proficient
- B Good Above Average - Proficient
- C Fair - Proficient
- D Poor - Minimally proficient
- F Failing - Partially Proficient

In Sociology I the goal is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on Unit Assessments, and Final Exams and Final Course Grades, and for Final Course Grades the achievement of subgroups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

Each quarter students will be evaluated with tests and programming assignments using a total point basis to determine the quarter average. The semester/course average will be a weighted average of the 2 quarter averages (40% each) and a final exam (20%)

Course achievement will be evaluated based on the percent of all pupils who achieve the minimum level of proficiency (final average grade) in the course. Student achievement levels above minimum proficiency will also be reported. Final grades, and where relevant mid-term and final exams, will be analyzed by staff for the total cohort and for sub-groups of students to determine course areas requiring greater support or modification.)

Marking period grades will be based on the average of unit grades and any special cross-unit projects.

Unit assessments, delineated for each unit, will include such measures as:

- Written and Performance Measures of proficiency objectives (coded to NJSLs)
- Records of oral participation in classroom discussions related to unit objectives
- Records of achievement of lesson objectives (i.e. formative assessments, relevant homework)