

Sociology II Course Overview

Content Area: **Social Studies**
Course(s): **SOCIOLOGY II**
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 II (H)

Course Number: 1079

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Course Adoption: 4/29/2009

Curriculum Adoption: 4/29/2009

Date of Last Revision Adoption: 9/1/2017

Course Description

Due to the complexity of our society, the need to communicate and interact with people is vital to the transition students will make from the school environment to the college/university setting and in their personal dealings with employers, community, and family. Sociology II will provide students with an in-depth understanding of society by building upon the foundations learned in the popular one semester Sociology I class. The topics include a review of the sociological perspective, cultural variations, the development of education, social movements, deviance, cults and counter-cultures collective behavior and social change, the changing influence of the elderly in American society, and careers in the field of Sociology. This course will provide students with a greater opportunity to increase their knowledge and understanding of society and human behavior as they continue along the life course in American society.

SCED: 04259 Particular Topics in Sociology

These courses examine a particular topic in sociology, such as culture and society or the individual in society, rather than provide an overview of the field of sociology.

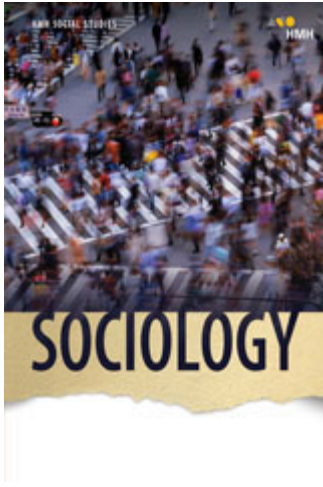
#1055: Sociology II

Course #	School #	Course Level	Grade(s)	Credits	Min.	Per Week	Elective/Required	Initial Course Adopted
1055	50	A	10-12	2.50	210		E	04/29/2009

Class Materials

Textbook:

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



Units of Study

Revisiting the Sociological Perspective

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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 are the similarities and differences between the social sciences?

Sociological Research and Careers in Sociology

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Essential Questions - How and why do sociologists conduct social research? In what ways do the three sociological theories/ perspectives differ in their focus and level of analysis? What are the seven steps to the research process? What basic research methods do sociologists employ? How do ethical issues affect sociological research? What careers are available to those with a background in Sociology?

Life Transitions/Challenges/Opportunities for the Elderly Population

Essential Questions – What is gerontology and social gerontology? What is the difference between people at different

stages of the life course? (young-old, middle-old, old-old) What are the challenges of an elderly population for society?

Social Control, Deviance, and Crime

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Essential Questions – What are norms, mores, and sanction? How do these become internalized? What is social control? How do sociologists identify the nature of deviance? What are the social functions of deviance? How can deviance be explained using sociological theories? What are the principal types of crimes committed in America? Who are the criminals? How are crime statistics gathered and reported? How has the use of technology changed the types of crimes committed?

Collective Behavior and Social Change

Essential Questions – How do sociologists define collective behavior? What sociological theories help to explain collective behavior? What are collective preoccupations? What are the different types of social movements? How are they similar and different from each other? What is the life cycle of a social movement? How are social movements explained by sociologists? What are the main forces of social change? Why is there resistance to social change? What theories have been used to explain social change?

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Research Project(s)

Students will use a combination of websites and databases to research and present their findings orally to the class. Topic(s) to be determined by teacher and class and may vary each semester.

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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.9-12.1.3.1	Surveys and interviews
SOC.9-12.1.3.2	Experiments
SOC.9-12.1.3.3	Observations
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.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.3.1.2	Deviance and conformity
SOC.9-12.3.3.1	Reference groups
SOC.9-12.3.3.2	Primary and secondary groups
SOC.9-12.3.3.3	In-groups and out-groups
SOC.9-12.4.2.2	Social problems
SOC.9-12.4.2.3	Inter- and intra-group conflict
SOC.9-12.4.3.2	Potential of institutions to produce, reinforce, or challenge inequality
SOC.9-12.4.4.1	Individual responses to inequality
SOC.9-12.4.4.2	Group responses to inequality such as social movements
SOC.9-12.4.4.3	Social policy responses to inequality

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 II (H) 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)