# Sociology Course Overview

Content Area:  **English**
Course(s):
Time Period:
Length:
Status:  **Published**

## School Mission Statement

The mission of Chartertech is to provide artists the opportunity to blend principles of artistic expression with cutting-edge technology, so artists will excel in academic, career, and civic pursuits and contribute to the harmony and productivity of the 21" century.

**Artistic integration:** Performing arts will be accessible to all artists as a skill and content area and will serve as a vehicle for imparting, enlivening, and motivating excellence in all academic topics, as well as providing a platform for learning multicultural appreciation and empathy, not just tolerance.

**Technological integration:** Technology will serve as the foundation for instructional delivery systems leading to knowledge acquisition, concept understanding, and skill mastery in all academic subjects. Technology will not be studied as a separate entity but infused into the very fabric of educational pursuits, exactly as it occurs in the business world. Artists will be prepared to compete in the modern workplace or post-secondary institution.

*"Education has always been torn between vocational and utilitarian purposes on one hand and creative and holistic purposes on the other... We are rapidly entering a world that is hard to imagine. By developing the problem-solving skills, creativity, and discipline required in the arts, artists can prepare for life in the 21st century."*

From Understanding How the Arts Contribute to Excellent Education

National Endowment for the Arts, 1991

## School Goals

<u>Goals for Arts Education:</u>
**Artists will learn the knowledge, skills, and abilities necessary to turn their passions and gifts in the arts into vocations or serious avocations.**

Objective 1:    Each year, each artist will take two semesters (10 credits) of career-oriented training (80 minutes per day) in their artistic major.
Objective 2:    Each marking period, each artist will perform or produce frequently, in diverse settings and for diverse audiences.

Objective 3: Artistic instruction will be integrated into the study of all academic subjects.
Objective 4: Each year, each artist will complete at least twenty after-school "lab" hours in their artistic major. These will constitute career-oriented service to the school and/or community, and demonstrate accomplishment of the NJCCCS crosscutting workplace readiness standards.

**Goal for Technology:**
**Chartertech will model the technology-intense workplace and artists will be able to compete successfully and perform well in a technology-intense workplace.**

Objective 5: Each artist will routinely use technology in a workplace-like manner to acquire, analyze, communicate, and present information in every subject.
Objective 6: Each artist will have access to a computer every day, every class so that automated sources will be the main conduit for educational content.
Objective 7: All administrative and instructional functions of the school will be supported by the most modern technology available.

**Goals for Academic Achievement:**
**Artists will apply themselves in the serious pursuit of knowledge and skills, especially skills in critical thinking, problem solving, decision making, and communication.**

Objective 8: Each year, and to be promoted to the next grade each artist will pass five credits in English, Health, Social Studies, Science, Mathematics, and PE/Health. Between grades 9-12 artists will also complete 1year of Spanish.

Objective 9: In each academic subject, each year, each artist will complete a significant project that involves critical thinking, problem solving, decision making, and communication skills, and which demonstrates cross-content workplace readiness skills.

Objective 10: Each year artists will develop a artist resume to guide his/her academic and artistic studies and to document his/her academic and artistic accomplishments. This work will be done under the mentorship of the faculty in the artist's artistic major.

Objective 11: Academic instruction in all subjects will be highly cross-curricular, in accordance with curricula design and continuously improved by teachers, in compliance with the New Jersey Artist Learning Standards.

## Course Description

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| **Course Title:** | Sociology |
| **Department:** | Elective |
| **Prerequisite:** | |
| **Number of Credits:** | |
| **Grade Level(s):** | |

| Standards: | 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working<br>collaboratively to address the challenges that are inherent in living in an interconnected world |
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| Description of Course | This class offers a study of human relationships in society. It focuses upon the use of a sociological point of view to examine culture, social structure, the individual in society, social<br>institutions, and social inequality. The changing social world and its implications are presented<br>and analyzed. Primary concepts, terminology and methods of investigation that are used in sociology are discussed in the class. At the completion of this class, students will understand<br>social stratification, various types of groups, social class, social change, deviancy, population<br>growth, and development of human resources.<br>Throughout the class, students will learn the importance of case studies, and what is involved in<br>one. In addition to case studies, students will be able to explore different research methods used<br>in Sociology. Students will also be able to evaluate a piece of scientific research in order to better<br>understand the process and the impacts of its findings. In addition, students will also learn what<br>is necessary for a career in Sociology.<br>Finally, the class will culminate with a paper in which the students must research their culture<br>and then explain where their culture originated, and how it has adapted to American society.<br>Research for the paper must be conducted using either the ERIC or Ebscohost databases. |

## Overview & Pacing

| Unit # | Major Content | Expected Time |
|---|---|---|
| Unit 1: Culture and Social Structure | A. The Sociological Point of View<br>B. Cultural Diversity<br>C. Cultural Conformity and Adaptation<br>D. Social Structure | |
| Unit 2: The Individual in Society | A. Socializing the Individual<br>B. Deviance and Social Control | |
| Unit 3: Social Inequality | A. Social Stratification<br>B. Racial and Ethnic Relations<br>C. LGBTQ in Society<br>D. Societal accommodations for, and contributions of, the disabled | |

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| Unit 4: Social Institutions | A. The Family<br>B. The Economy and Politics<br>C. Education and Religion<br>D. Science and Mass Media | |
| Unit 5: The Changing Social World | A. Population and Urbanization<br>B. Collective Behavior and Social Movements<br>C. Social Change and Modernization | |
| Unit 6: Applying, Careers, Case Studies, Research and Evaluation, Culminating Project | A. Applying Sociology (from textbook)<br>B. Careers in Sociology (from textbook, other sources including internet)<br>C. Exploring Cultural Diversity (from textbook)<br>D. Case Studies (taken from book, and other sources including internet)<br>E. Research methods used, and evaluating research in Sociology<br>F. Culminating Project: Students will write a paper, using research from the ERIC or<br><br>Ebscohost databases, in which they explain where their culture originated, and how their culture has adapted to American society. Paper must include a students' artistic major. Finally, a portion of the paper will be presented in class. | |
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