

Pequannock Township School District

Curriculum Syllabus

Sociology - Grade 11 - 12

Course Description:

Sociology/Multicultural Education is an elective course designed to provide students with the opportunity to study people in group settings, understand diverse behaviors/perspectives, and discover the development of societies over time. The study of individual roles in group settings will also be analyzed as a way to understand differing contributions to a group setting. The values, beliefs, and morals that humans come to understand are due to their surroundings and the behaviors of others. These contributions can be studied over time to better identify commonalities and differences among groups. The Sociology portion of this course will focus on social behavior in various cultures in relationship to traditions, social deviance and social inequality, and social institutions and social change. The Multicultural Education portion of this course will look to recognize and emphasize cultural diversity within the classroom by spreading awareness. Ultimate goals/objectives of a multicultural education course are to create a safe/accepting/successful learning environment for all of our students by increasing student interest in global issues, strengthening intercultural awareness, and encourage critical thinking skills.

Course Standards:

The following is a list of NJSLs that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLs are the basis of the assessment of student achievement. The learner will demonstrate mastery of.

RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts,

including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises [...] RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- i. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

- CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Scope and Sequence

Unit 1: Sociological Perspective	Semester 1	2-3 weeks
Unit 2: Culture and Social Structures	Semester 1	4 weeks
Unit 3: Social Inequality	Semester 1	2-3 weeks
Unit 4: Social Institutions	Semester 1	2-3 weeks
Unit 5: Social Change	Semester 1	2-3 weeks
Unit 6: Understanding Multicultural Education	Semester 2	1-2 weeks
Unit 7: Understanding the Traditional Education Curriculum	Semester 2	1-2 weeks
Unit 8: Heroes and Holidays	Semester 2	2-3 weeks
Unit 9: Integrating Cultures into the Classroom	Semester 2	4-6 weeks
Unit 10: Research/Final Project	Semester 2	2-3 weeks

Assessments

Evaluation of student achievement in this course will be based on the following:

- a. <broad or general items about how students will be expected to demonstrate their understanding such as writing responses, unit tests, etc. Nothing specific and nothing linked because this will be accessible to everyone >

Curriculum Resources

<http://connected.mcgraw-hill.com/>, teacher's edition

"The Sociological Imagination", <http://sites.middlebury.edu/utopias/files/2013/02/The-Promise.pdf>

The Lottery by Shirley Jackson,

https://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson_lottery.pdf

(Culture and Violence)

Saints and Roughnecks,

http://sociology.morrisville.edu/readings/SOCI101/Saints_and_the_Roughnecks-Chambliss.pdf (Deviance)

Excerpts from *Generation Me*, <http://www.generationme.org/>

Violence and Culture, <http://www.amazon.com/Violence-Culture-Cross-Cultural-Interdisciplinary-Approach/dp/0534522793>

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- Quizlet
- PBS
- Frontline
- Podcasts - This American Life, Revisionist History, Hidden Brain