



GREAT NECK PUBLIC SCHOOLS

"Where Discovery Leads to Greatness"

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Curriculum Profile: Sociology

<u>Department</u>	Social Studies
<u>Course Name</u>	Sociology
<u>Course Length</u>	Semester
<u>High School Credits</u>	½ credit
<u>Description</u>	<p>Sociology is the science of discipline that studies societies, social groups and the relationships between people. The field encompasses the formation, evolution, transformation, continuation, dissolution and demise of societies and social groups. For example – Do you still go on play-dates at the park with your parents? (Nothing wrong if you still do!), but likely you no longer have that type of interaction with your family. It has <i>transformed</i>. When you were 4 years old did you borrow the car to go to the movies with your friends? Probably not, but perhaps now you do because your family (your 1st social group), has <i>evolved</i>.</p> <p>Sociology looks at the many different levels of social life of human behavior in groups. It could be a group as small as a friendship with one person (dyad), or a group of 3 friends (triad – these can be a bit treacherous depending on gender!), or as large as the social structure of humanity itself. How do organizations change human behavior? How can humans behave so differently in different situations without a set of rules to follow? While we do look at individuals in Sociology, it is more focused on our relationships and influence we have on each other. Unlike Psychology, which focuses on the individual and contains some physiological and neurological content, Sociology always focuses on the individual as part of a society.</p>
<u>Target/eligible students</u>	11th and 12th Grade Students
<u>State Learning Standards Link(s)</u>	<p>Common Core Standards for Text Types and Purposes:</p> <ol style="list-style-type: none"> 1. Write arguments focused on discipline-specific content. 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 3. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical importance. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge 7. Conduct short and more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

	<p>appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>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 specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis reflection and research.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) on a range of discipline-specific tasks, purposes, and audiences.</p> <p>Common Core Standards Speaking and Listening Comprehension and Collaboration</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies between the data.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links between ideas, word choice, points of emphasis, and tone used.</p> <p>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>		
<u>Primary texts and materials</u>	Various texts and websites		
<u>Scope/Sequence</u>	Unit 1: Introduction to Sociology	<ul style="list-style-type: none"> I. How and why did it begin? II. Sociological Imagination III. Perspectives IV. Founders of Sociology: Comte, Spencer, Marx, Durkheim, Weber, Addams, Cooley and others. V. Symbolic Interactionist Perspective VI. "Looking Glass Theory" VII. Functionalist Perspective VIII. Conflict Perspective IX. Feminist Perspective X. Integrated Perspectives XI. Causes, Correlations, Measurement and analysis of data XII. Methods of research XIII. Ethics of research and evaluation of results. XIV. Case Study: <i>World of Jenks and Sociological Perspective</i> 	

	Unit 2: Cultures & Societies	<ul style="list-style-type: none"> I. Culture, Biological or Social? II. Material and Non-material Culture III. Symbols and Language IV. Whorf-Sapir Analysis, V. Norms, Taboos, Folkways, Proscriptive (Prohibit = NO) norms and Prescriptive (Prescribe = YES) norms, beliefs, values, subcultures, culture clash VI. Dehumanization, countercultures, cults, assimilation and/or multiculturalism, ethnocentrism and cultural relativism. VII. Population: mortality rates, migration, population growth, population composition VIII. de jure and de facto segregation (today) IX. ethnic makeup of cities (Case Study: New York City and Newburgh, NY). X. Urbanization, Industrial society, XI. Postindustrial society XII. Global society XIII. Theories on poverty – stereotypes on poverty. 	
	Unit 3: Social & Global Stratification	<ul style="list-style-type: none"> I. Property, power, prestige II. Social Classes: lower class, working class, middle class, upper class, determination of class measured by: poverty, wealth, intelligence, disability, environment, effects of socialization III. Social mobility, patterns and structural mobility and individual mobility, status, achieved or/and ascribed, conflict status, roles, role strain, poverty and geography, access to health care/food/ incentive vs. no incentive strategies for poverty management and success. IV. Case Study: <i>Freakonomics – Malcolm Gladwell</i> 	
	Unit 4: Socialization, Family, and Social Groups	<ul style="list-style-type: none"> I. Unsocialized children (feral) II. Family, (changes and transitions and dynamics), evolution of families throughout childhood to early adulthood. III. Friends, siblings, self-concept, personality development and its effect on social groups. I IV. n groups, Out groups, V. Reference Groups, Primary Groups, Secondary Groups, small groups, leadership and conformity, social organizations VI. Bureaucracy vs. collectivist. Sociograms of your own family VII. Poverty in our own neighborhoods. VIII. Poverty in Appalachia – 50 years after Kennedy’s visit. 	
	Unit 5: Sex, Gender, Race & Ethnicity	<ul style="list-style-type: none"> I. Definitions, identities, influences, psycho social influences, biological influences, gender stereotypes, types of sexuality 	

		<ul style="list-style-type: none"> II. The deconstruction of “traditional” sexuality, social stratification in reference to sexual preference, III. Sexism in workplace, higher education IV. Minority vs. majority, the new majority and the status quo, V. prejudice and discrimination, sources and solutions to prejudice, VI. Case Studies: Different “types” of ethnic-Americans. VII. Melting pot or salad? VIII. Case Study: What if? (Role reversals of acceptance vs. intolerance.) 	
	Unit 6: Deviance, Crime and Social Control	<ul style="list-style-type: none"> I. Theories of Deviance, Differential Association Theory, Anomie Theory, Control Theory, Labeling Theory, Psycho-biological Theory II. Positive vs. negative deviance III. Measurement of deviance and factors of influence. IV. Case Study: <i>Kitty Genovese Deconstructed</i>. V. Case Study: New York City Police Department and COMPstat – fighting crime by using data and evaluating resources, crime, statistics (and how they can be manipulated) VI. Crimes against people: murder, homicide, rape, assault, sexual and child abuse, Crimes against property VII. <i>Philip Zimbardo’s Theory of Evil</i> VIII. Criminal signaling, “ IX. <i>Broken Windows Theory</i>”, X. Obedience to authority (Stanley Milgram) XI. Computer crime, hacking, victimless crime, organized crime, social control of deviance, XII. Criminal Justice systems. XIII. Criminology paper. 	
	Unit 7: Health & Medicine	<ul style="list-style-type: none"> I. Sociological impact on health II. Major health problems in the US, III. Medical establishment IV. Managed care, costs and equality, access to health care, health care proxy, advanced directives V. Ethics of euthanasia VI. Right to health care. VII. 	
	Unit 8: Education, Marriage & Family	<ul style="list-style-type: none"> I. Early adulthood transitions, relationships, singlehood, cohabitation, marriage II. Types of marriages, divorce III. Starting a family IV. Middle Adulthood V. Older Adulthood, VI. Relationship categories. VII. Case Study: Social Media and Monogamy. Polygamy, Polyandry, Serial Marriage 	

		<p>VIII. <i>The marriage game</i>, the 1950's vs. today family styles, functional family vs. dysfunctional family.</p> <p>IX. Family of origination vs. Family of orientation.</p> <p>X. Development of education in the US, Horace Mann and tax supported education, the rise of credential society.</p> <p>XI. Costs of college in the US as de facto discrimination,</p> <p>XII. Theories of education.</p> <p>XIII. Case Study: violence in schools and bullying – root causes or all problems in one basket?</p> <p>XIV. Discipline, security, mainstreaming, public vs. private vs. homeschooling.</p>	
<p><u>Additional Notes</u></p>			