

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Sociology

Board Approval Date: November 21, 2019	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 11, 12	Subject Area: History/Social Science Elective Area (if applicable): Social Science
Pre-requisite(s): N/A	Co-requisite(s): N/A
CTE Sector/Pathway:	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (g) College-preparatory elective	
Graduation Requirement: No	
Course Intent: District Course Program (if applicable):	

COURSE DESCRIPTION:

This is a year long college-level preparatory class designed as an overview of the field of sociology. It is intended to strengthen general study skills (e.g., analytical reading, expository writing, and oral communications), provide students an opportunity to begin work that could lead directly into a major program of study, and expose students, at some depth, to new disciplines that might form the basis for future major or minor studies at the university level. Students will be introduced to the 4 major domains of the National Standards for High School Sociology including, but not limited to, sociological concepts, theories, and procedures in the areas of collective behavior, crime, politics, race, ethnicity, education, health, gender, culture, and societal controversies.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Foundations of the Sociological Perspective	How are sociological perspectives utilized by sociologists to analyze and explain social behavior? What are the basic tenets and applications of the three major sociological perspectives (Functionalism, Conflict Theory, and Interactionism)?	*Vocabulary quiz *"THE WISDOM OF SOCIOLOGY" Ted Talk w/analysis *Psychology vs Sociology; levels of analysis group activity *StoryCorps journal response: Julio Diaz	*Units (1,2) Exam: Sociology In Your Life (mini essay-A). Imagine that you are a sociologist, serving as a member of a panel studying homelessness. What aspects of this issue would interest you as a sociologist? Write a brief report comparing your views on homelessness with those of the other members of the panel who represent the disciplines: Anthropology, economics, and psychology
2. Research Methods	Who are the major sociologists and how do sociologists conduct research?	*Vocabulary quizzes *Students jigsaw mini research sociologists and present to class *Naturalistic observation activity *Evaluate: Ethics in Research	*Sociology in Your Life (mini essay- B). Write one paragraph analysis of a school related event from the functionalist, conflict or interactionist perspective
3. The Role of Culture for Individuals and Society	What is culture and what role does it play for the individual and society? What are shared cultural elements: technology, symbols, language, values, and norms in a society? What are cultural universals and particulars in American and other societies? What are the tenets of American society?	*Vocabulary quizzes *Body Ritual Among the Nacirema case study and questions *Who Should Live? activity *"Killing Us Softly" or "A Nation of Wimps" critical analysis w/Socratic Discussion *"The Gods Must Be Crazy" cultural analysis of Bushmen Ted Talk *Jimmy Nelson Gorgeous Portraits of the World's	*Social Media Project. Students will demonstrate their understanding of personality, the social self and agents of socialization by analyzing social media's influence on impression management

		Vanishing People- Journal Response	
4. Socializing the Individual	<p>What are values and how do they influence behavior and thinking?</p> <p>What are the roles of nature and nurture in the development of personality?</p> <p>What is the sense of self?</p> <p>What are the primary agents of socialization in the United States?</p>	<p>*Vocabulary quizzes</p> <p>*Socialization of self-mind map</p> <p>*Socialization infographic assignment Dramaturgy “A Day in My Life...”</p> <p>*TLC: Feral Children Journal Response</p>	<p>*Individual Project Analysis of Self Socialization-Student Profile Timeline</p>
5. Social Organization	<p>How is society formed?</p> <p>What is collective behavior?</p> <p>What are the types of social interaction (exchange, competition, conflict, cooperation, and accommodation)?</p> <p>What are the different types of societies, groups within society, and formal organizations?</p>	<p>*Vocabulary quizzes</p> <p>*"We and They" Rudyard Kipling Poem analysis</p> <p>*View and analyze social status, roles, and identities using</p> <p>*Stop and Hear the Music by The Washington Post (YouTube)</p>	<p>*Midterm Exam: Students will be asked to apply their knowledge of social organization to construct short answer responses to primary source excerpts that describe the types of social interaction.</p>
6. Inequalities and Discrimination	<p>What is class-consciousness?</p> <p>What are the elements of social class (wealth, power, and prestige)?</p> <p>How does the American class system function?</p> <p>What does the issue of poverty play in American society?</p> <p>How do the “isms” (racism, classism, heterosexism, ageism, etc.) manifest themselves in our society?</p>	<p>*Vocabulary quizzes</p> <p>*Ruby Payne: stratification quiz</p> <p>*Is Racism Dead? Socratic discussion</p> <p>*The Lunch Date Documentary with critical response</p> <p>*Is 80 the New 60? Group research</p> <p>*"Life Happens" game</p> <p>*SPENT computer simulation</p> <p>*Gender Scale Ratings</p> <p>*First Encounters With Race and Racism: small group discussions and journal response</p> <p>*Separate subunits for student understanding the following social “isms”: 1. Define and</p>	<p>*Continuum of 3 Sociological Theories: Interviews with different genders, race/ethnicity/, social class, and age</p>

		explain the characteristics of Racism, 2. Ageism, 3. Sexism, and 4. Classism	
7. Deviance and Crime	What are the nature and social functions of deviance?	*Vocabulary quizzes *Deindividuation demo *Critical analysis of "Stanford Prison Experiment" *Ted Talk: "Why We Need To End the War on Drugs" Norms demo	*NORMS Project
8. Institutions: Family, Government, Economics, Education, and Religion, Mass Media	What are the characteristic features of these institutions and what purpose do they serve?	*Perfect mate? Small group discussion *Technology in the classroom-mini research on VDLHS campus *Analysis of article: "Steve Jobs Was A Low Tech Parent" and "A Silicon Valley School That Doesn't Compute" *Separate subunits for student understanding of the following social institutions: 1. Define and explain the characteristics of the family institution, 2. Economy, 3. Politics, 4. Education, 5. Sports, and 6. Mass media.	*Mini Research on an Institution *Peer Lectures
9. Social Change	Identify and describe examples of social change. What are the elements of collective behavior, social movements, and theories?	*Comparing historical social movement with current movement	*Final Simulation: Create a social movement (Website) group project

ESSENTIAL STANDARDS:

Because there are no state standards for this course, the standards used will be those set by the American Sociological Association (ASA).

Standard 1: The Sociological Perspective and Methods of Inquiry

Standard 2: Social Structure: Culture, Institutions, and Society

Standard 3: Social Relationships: Self, Groups, and Socialization

Standard 4: Stratification and Inequality

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

Link to Program Content Area Standards (if applicable):

Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

[http://www.asanet.org/sites/default/files/savvy/ASA%20HS%20Standards%20\(Final\).pdf](http://www.asanet.org/sites/default/files/savvy/ASA%20HS%20Standards%20(Final).pdf)

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Yes</i>		<i>Sociology</i>	Content Reviewer: Dr. Tracey Steele	Houghton Mifflin Harcourt	First	

Other Resource Materials

N/A

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

Facing History and Ourselves Website, PBS StoryCorps, Ted Talks, You Tube, Films: The Lunch Date, The Gods Must Be Crazy

The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. **For concerns/questions or complaints, contact the Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, cmwilson@fcusd.org (grades K-5) and Jim Huber, ED. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625**