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Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: Sociology #0182

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EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **Sociology**

Course Number: **#0182**

Unit Title: **1. Introduction to Sociology**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

No known national content standards

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

1: The Sociological Point of View

1.1 Describe sociology and what it means to have a sociological imagination

1.2 Describe uses of the Sociological Perspective

2: The Origins of Sociology

2.1 Outline the contributions of the major pioneers of sociology

2.2 Summarize the development of sociology in the United States

3: Theoretical Perspectives of Sociology

3.1 Explain how the three main theoretical perspectives in sociology differ in their focus

4: Research process

4.1 Describe the basic research methods used by sociologists

4.2 Explain the steps sociologists use to guide their research

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

-Related textbook readings, activities, lecture notes

-Appropriate video clips supporting the topic of study

-Internet research on the historical development of sociology

-Whole class/small group discussion

-Student presentations

-Student initiated peer survey

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Chapter Learning Goals,

Vocabulary exercises,

Review quizzes

Student generated work

Student presentations

Quick Writes

Maintaining notebook

Unit Test

Essay: Examine the idea of perspectives by identifying an issue that you look at in one way and your parents look at in a different way. Write about the issue from both perspectives.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

At teachers discretion he/she will allow students to remediate assignments or exams. Students can remediate by making or using pre prepared flash cards that address the difficult vocabulary and concepts. Students can be placed in low-high peer pair groups for review and for remediation on certain tasks, tests, or assignments.

Concepts that are not well understood by the class during formative and summative assessments can be re-taught.

Alternative assignments that use the students' prior knowledge of the subject along with new information to get them up to the level they need to be at is another stratagem teachers can implement for remediation.

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **Sociology**

Course Number: **#0182**

Unit Title: **2. Culture**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

No known national content standards

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- 1: The Basis of Culture
 - 1.1 Explain how culture and heredity affect social behavior
- 2: Language and Culture
 - 2.1 Describe how language and culture are related
- 3: Norms and Values
 - 3.1 Identify and describe the basic components of culture
- 4: Cultural Diversity and Similarity
 - 4.1 Discuss how cultural diversity is promoted within a society
 - 4.2 Identify similarities in cultures around the world
 - 4.3 Understand the role of ethnocentrism in society

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Related textbook readings, activities, lecture notes
- Appropriate video clips addressing each area of the goals and objectives
 - Internet research of world cultures
 - Whole class/small group discussion.
 - Student presentation
 - Simulation on cultural observation

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Publisher provided assessment
- Chapter Learning Goals, vocabulary exercises, quizzes
- End of unit test
- Student generated work
- Student presentations
- Quick Writes
- Notebook Completion
- Essay: You have been asked to serve on a school committee that's goal is to create unity among the student population. Consider a few of the subcultures and countercultures on campus. Write a recommendation to the principal which would create a school atmosphere where every student would feel included?

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

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Department: **Social Science**

Course Title: **Sociology**

Course Number: **#0182**

Unit Title: **3. Socialization**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

No known national content standards

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

1: The Importance of Socialization

1.1 Understand the role of socialization in human development

1.2 Describe the effects of extreme isolation on children

2: Socialization and Self

2.1 Explain how a person's sense of self emerges

2.2 Examine key concepts from the symbolic interactionist perspective

3: Agents of Socialization

3.1 Analyze the roles of the various agents in socializing young people

4: Discuss the processes for socialization in adulthood

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

-Related textbook readings and power point notes

-Complete movie strip "Highlights of My Life", identifying the agents of socialization which influence student's lives

-Analyze a T.V. program, song, or storybook regarding values and social influences

-Compare case studies of three isolated children

-After viewing "Secrets of the Wild Child" describe the effects of extreme isolation on Genie and possible rehabilitation

-Differentiate between desocialization and resocialization using examples from the "Lost Boys of Sudan"

- Nature versus Nurture debate

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

-Chapter Learning Goals

-Vocabulary exercises

-Grade analysis sheets based on correct and appropriate responses to questions

-Debaters graded on research, organization, and preparedness

-Quick Writes

-Notebook Completion

-Section quizzes

-Unit Exam

- Essay Response: Differentiate between desocialization and resocialization. Use examples from the Lost Boys of Sudan in your written response.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

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Concepts that are not well understood by the class during formative and summative assessments can be re-taught.

Alternative assignments that use the students' prior knowledge of the subject along with new information to get them up to the level they need to be at is another stratagem teachers can implement for remediation.

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Department: **Social Science**

Course Title: **Sociology**

Course Number: **#0182**

Unit Title: **4. Social Stratification**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

No known national content standards

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- 1: Dimensions of Stratification
 - 1.1 Explain the relationship between stratification and social class
 - 1.2 Compare and Contrast the three dimensions of stratification
- 2: Social Classes in America
 - 2.1 Identify the distinguishing characteristics of the major social classes in America
- 3: Poverty in America
 - 3.1 Describe the measurement and extent of poverty in the United States
- 4: Social Mobility
 - 4.1 Discuss the movement between social classes in the United States

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Rank selected Occupations in the United States according to wealth, power, and prestige
- Search newspaper "Help Wanted" ads for job availability and who is the target audience
- Role play "A Day in the Life" of each social class
- View video clips from "People Like Us Social Class in America" and identify characteristics of different classes
- Group activity, "How Far Will the Federal Poverty Line Stretch" with each group assigned a defined income to budget
- Cycle of Poverty graphic organizer
- Internet search on poverty in El Dorado county

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Chapter Learning Goals
- Vocabulary exercises
- Written responses are answered completely and thoughtfully
- Student presentations demonstrate creativity and correct portrayal of social class
- Poverty Line Activity graded on participation, evaluation, and presentation of findings
- Notebook Completion
- Section quizzes
- Unit Exam
- Compare and contrast essay: Compare and contrast the explanations given by functionalism, conflict theory, and symbolic interactionism for the existence of poor people in the United States.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

At teachers discretion he/she will allow students to remediate assignments or exams. Students can remediate by making or using pre prepared flash cards that address the difficult vocabulary and concepts. Students can be placed in low-high peer pair groups for review and for remediation on certain tasks, tests, or assignments. Concepts that are not well understood by the class during formative and summative assessments can be re-taught. Alternative assignments that use the students' prior knowledge of the subject along with new information to get them up to the level they need to be at is another stratagem teachers can implement for remediation.

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Department: **Social Science**

Course Title: **Sociology**

Course Number: **#0182**

Unit Title: **5. Social Inequalities**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

No known national content standards

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

1: Minority, Race, and Ethnicity

1.1 Summarize how sociologists define the terms race, ethnicity, and minority group

1.2 Identify the characteristics that distinguish minority groups from one another

2: Racial and Ethnic Relations

2.1 Understand patterns of racial and ethnic relations

2.2 Discuss the difference between prejudice and discrimination

3: Minority Groups in the United States

3.1 Describe the conditions under which minority groups in the United States live.

4: Sex and Gender Identity

4.1 Distinguish the concepts of sex, gender, and gender identity

5: Gender Equality

5.1 Compare the status of men and women in the United States

6: Ageism

6.1 Compare and contrast the ways in which the three major sociological theories approach ageism

6.2 Analyze the inequality experienced by America's elderly

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

-Graphic organizer identifying characteristics of race, ethnicity, and minority group

-Position paper "Everyone in the U.S. is a member of some minority group"

-Upfront reading and response questions to "New Face of America"

-Rotating trios: small group responses to questions on prejudice and discrimination

-Research a minority group in the United States, history, socioeconomic status, cultural contributions, education

-Gender Roles in the 21st Century questionnaire

-Interview 3 elderly people and create mini-profiles of each

-Brainstorm roles the elderly might serve that would benefit society

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

-Chapter Learning Goals,

-Vocabulary exercises

-Written responses are answered completely and thoughtfully

-Student presentations demonstrates thorough research and effective presentation of findings

-Written essay demonstrates understanding of characteristics of minority groups

-Section quizzes

-Unit Exam

-Research essay: Choose a racial or ethnic group of the United States, research this group's background and write an essay describing problems faced by this group, their current socioeconomic status, their cultural contributions, their successes, and famous people who belong to this group.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments. At teachers discretion he/she will allow students to remediate assignments or exams. Students can remediate by making or using pre prepared flash cards that address the difficult vocabulary and concepts. Students can be placed in low-high peer pair groups for review and for remediation on certain tasks, tests, or assignments. Concepts that are not well understood by the class during formative and summative assessments can be re-taught. Alternative assignments that use the students' prior knowledge of the subject along with new information to get them up to the level they need to be at is another stratagem teachers can implement for remediation.

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Department: **Social Science**

Course Title: **Sociology**

Course Number: **#0182**

Unit Title: **6. Social Institutions**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

No known national content standards

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

1: Family

1.2 Analyze trends in American family life

2: Education

2.1 investigate the basic functions of education and its value as a social institution

2.2. Identify some of the current issues in American education

3: Religion

3.1 Identify the basic societal needs the religion serves

3.2 Describe the distinctive features of religion in American society

4: Sports

4.1 Justify sport as an American institution

4.2 Understand the relationship between American Sport and social mobility

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Related textbook readings, activities, lecture notes

-Appropriate video clips addressing each area of the goals and objectives

-Website searches, activities.

-Whole class/small group discussion.

-Student presentation

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Publisher provided assessment

Chapter Learning Goals, vocabulary exercises, quizzes

End of unit test

Student generated work

Student presentations

Quick Writes

Notebook Completion

Student write a one page paper based on personal knowledge or experience that supports or refutes the idea that homogamy dominates American society.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

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