

Office of Curriculum and Instruction

Sociology (CLEP)

Grade: 11/12

Prerequisite: None

ABSTRACT

Sociology (CLEP) is a college-level Social Sciences course that addresses social behavior in society, including its origins, development, organization, networks, and institutions. Students will examine sociological theories as well as the function and structure of the major institutions in society such as the economic, educational, family, medical, political, and religious institutions. Additionally, students will analyze how people are socially stratified by age, occupation, race, sex, and social class and the structure that exists to keep it all in place. Students are strongly encouraged to take the College Board's CLEP Sociology exam, a 90 minute, 100 question exam, that can potentially earn each student 3 college credits.

Adopted by the Somerville Board of Education on July 27, 2017

Timeframe	September	September/October	October	November	December
New Jersey Student Learning Standards (NJSL)	6.1.12.D.5-13 6.2.12.D.3-6	6.3.12.A HS-ETS1-1	6.3.12.D	6.3.12.A, B, D	6.3.12.A-D
Essential Question:	<ol style="list-style-type: none"> 1. What is sociology? 2. Why should we study sociology and what does it teach us? 3. How can society be viewed through various theoretical perspectives? 4. Who are the major contributors to the development of sociology? 	<ol style="list-style-type: none"> 1. How do we conduct social research ethically and appropriately? 2. What do sociologists study? 	<ol style="list-style-type: none"> 1. What is culture and what products are created from it? 2. How are values and norms created and how do they affect individuals and society? 3. What are the benefits and challenges of a diverse society? 4. Are there universally held values and customs? 5. How are American values reflected in the media? 6. Do mass media create social norms or merely reflect them? 	<ol style="list-style-type: none"> 1. How do rules and norms affect the forming of roles and groups? 2. How do societies interact and how do individuals behave and interact within societies? 3. How does society control its members and what happens when one rebels? 	<ol style="list-style-type: none"> 1. How do rules and norms affect the forming of roles and groups? 2. How does social structure affect how we interact with each other? 3. How are status and roles related?
Content:	The Sociological Perspective	Methods	Culture and Media	Socialization and the Construction of Reality	Groups and Networks

<p>Skills and Topics:</p>	<ul style="list-style-type: none"> • Sociology and its relation to other social sciences • Sociological Imagination • Definition of Social Institution • History of Sociology- Comte and Martineau • Sociological Theory <ul style="list-style-type: none"> • Classical: Karl Marx, Max Weber-Verstehen, Emile Durkheim-anomie, Georg Simmel (urban and cultural sociology) • American: W.E.B. Du Bois (double consciousness), Jane Adams • Modern: Functionalism, Conflict Theory, Feminist Theory, Symbolic Interactionism, Postmodernism, Midrange Theory 	<ul style="list-style-type: none"> • Research Methods: quantitative and qualitative • Causality vs. Correlation • Variables: dependent and independent • Operationalization of concepts in a study • Validity, Reliability, and Generalizability • Role of the Researcher (reflexivity, bias, power) • Creating and Testing Theory <ul style="list-style-type: none"> • Data Collection (participant observation, interviews, surveys, historical methods, comparative research, content analysis, • Experimentation • Ethics of Social Research 	<ul style="list-style-type: none"> • Definitions and examples of culture, ethnocentrism, and cultural relativism. • Material culture vs. nonmaterial culture • Language, meaning, concepts, ideology, stereotypes, cultural scripts • Subculture • Values and norms • Socialization and reflection theory • Role of the media in/on our culture 	<ul style="list-style-type: none"> • Nature vs. nurture debate • Concept of Socialization • Theories: John Locke (Tabula Rasa), Charles Cooley (the Looking Glass Self), George Mead (Role Taking) • Agents of Socialization (families, school, peers, media, institutionalization) • Status: status set, achieved status, ascribed status, master status • Roles: role strain, role conflict, sex and gender roles 	<ul style="list-style-type: none"> • Social Groups and Roles (dyad, triad) • Primary and Secondary Groups • Conformity • In group and Out group • Reference Groups • Networks and ties • Social Capital • Organizations
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Timeframe	September	Sept./Oct	October	November	December
Formative Assessments:	Founding Fathers and Sociological Theories, Sports Theory, Theory Review, Actively Learn assignments	Empirical testing of Hypothesis, Validity vs. Reliability, Probability and Statistics, Social Experiment, Actively Learn assignments	100 percent American, Sacred Rac project, Cultural Variation using media, Actively Learn assignments	Secret of the Wild Child, Anna and Isabelle, Were You Born that Way? Role Conflict Story, Function of Fairytales, Fairytales: Not So Happy Ever After, Merchants of Cool, Generation Like, Outfoxed, Actively Learn assignments	Role Expectation and Performance, Status and Role-Set, Social Networks exercise, Cooperation and Coordination Game, Quiz Show Scandal, Actively Learn assignments
Summative Assessments:	Unit Assessments, Socialization Project				
Performance Assessments	Oral reports, debates, re-enactments, dramatizations, multimedia presentations				
Interdisciplinary Connections:	NJSLSA.R1-R3, R6-R10 NJSLSA.RI.1-3, 6-10 NJSLSA.W1-W10 NJSLSA.SL1-SL6 NJSLSA.L1-6 8.1.12.A,C-E	NJSLSA.R1-R3, R6-R10 NJSLSA.RI.1-3, 6-10 NJSLSA.W1-W10 NJSLSA.SL1-SL6 NJSLSA.L1-6 8.1.12.A,C-E	NJSLSA.R1-R3, R6-R10 NJSLSA.RI.1-3, 6-10 NJSLSA.W1-W10 NJSLSA.SL1-SL6 NJSLSA.L1-6 8.1.12.A,C-E	NJSLSA.R1-R3, R6-R10 NJSLSA.RI.1-3, 6-10 NJSLSA.W1-W10 NJSLSA.SL1-SL6 NJSLSA.L1-6 8.1.12.A,C-E	NJSLSA.R1-R3, R6-R10 NJSLSA.RI.1-3, 6-10 NJSLSA.W1-W10 NJSLSA.SL1-SL6 NJSLSA.L1-6 8.1.12.A,C-E

Timeframe	September	Sept./Oct	October	November	December
Modifications/ Accommodations	<p>Differentiated Instruction, Scaffolding Instruction, Differentiated Groups, Assessment differentiation with multiple attempts, Differentiated reading and topic levels, differentiated assignments</p> <p>Intervention - Teachers will address intervention needs by using the following tools/strategies:</p> <ul style="list-style-type: none"> • Computer-assisted instruction • Instructional Level - Teachers will utilize texts that stretch the students’ instructional level. Differentiated materials may be found in the book room and Newsela.com. • Text to Speech (Speak It!) <p>Enrichment/Gifted-</p> <ul style="list-style-type: none"> • Tired graphic organizers to add complex layers • Raise levels of intellectual demands • Differentiate content, process or product depending on students’ readiness, interests and/or learning styles • expanded open-ended questions <p>ELL Students-</p> <ul style="list-style-type: none"> • Sheltered Instruction Strategies • Text to Speech (Speak It!) <p>Special Education-</p> <ul style="list-style-type: none"> • IEP accommodations and modifications • Extra time as needed • Repeated directions • Read directions aloud • Additional scaffolding as needed • Modified assignments as needed <p>*Please note – The noted accommodations and modifications for sub-groups of students are recommended, but teachers are not limited to these resources.</p>				
Resources:	<p><i>You May Ask Yourself</i> By Dalton Conley, Chromebooks, Activeleylearn.com, Internet resources, Web Quests, SMART Boards, Multimedia presentations, Media Player, Youtube, PBS.org, PEW Research Center</p>				
21st Century Life and Careers:	<p>9.2.12.C.3, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.7 9.2.12.C.8, 9.2.12.C.9 CRP – 1,2,4,7,8,12</p>				

Timeframe	January	February	March	April	May/June
2016 NJSLs / 2014 NJCCCS	6.3.12.A-D	6.3.12.A-D	6.3.12.A-D	6.3.12.A-D	6.3.12.A-D
Essential Question:	1. What defines deviance and why is it functional for society?	1. What is social inequality and what are its root causes and realities? 2. What role does the government play in our class and poverty levels in the United States	1. What roles do sex and gender play in our behavior and interactions with each other? 2. What roles do race and ethnicity play in our behavior and interactions with each other?	1. Why are many family related concerns viewed primarily as personal problems rather than social concerns requiring macro level solutions? 2. How do education and religion affect our culture and interactions? 3. How are our beliefs about work influenced by change in our economy and the world which we live?	1. What role does collective behavior play in how we interact with one another? 2. How does social change occur? 3. What prevents social change?
Content:	Social Control and Deviance	Stratification/Social Class	Gender/Race	Institutions	Collective Action, Social Movements, and Social Change

<p>Skills and Topics:</p>	<ul style="list-style-type: none"> • Social Deviance and Crime • Social Control • Sanctions • Social forces and deviance • Labeling theory and stigmas • Broken Windows Theory • Crime: Deterrence Theory of Crime Control, Total Institution, Punishment • U.S. Criminal Justice System 	<ul style="list-style-type: none"> • Inequality: opportunity, condition, outcome • Stratification: estate, caste, class • Status hierarchy • Social reproduction vs. Social Mobility • America's Stratification system • Global inequality • Wealth vs. poverty • Culture of poverty 	<ul style="list-style-type: none"> • Contemporary concepts and paradoxes of sex and gender • Gender differences in other cultures, history, and today • Gender theories (Rubin, Parson's psychoanalytic, conflict, microinteractionist, postmodern) • Sex as a social construction • Gender inequality (sexism, workplace, glass ceilings, glass escalators) • Concepts of race ethnicity and racism • Assimilation, primordialism, pluralism • Segregation, discrimination, racial conflict, • Institutional racism 	<ul style="list-style-type: none"> • Health • Family • Education • Capitalism and the Economy • Authority and State/Politics • Religion 	<ul style="list-style-type: none"> • Theories: convergence, contagion, emergent, value-added • Social movements: alternative redemptive, reformative, revolutionary • Models: classical, political process • Stages of Social Movements: emergence, coalescence, institutionalization, • Societies: pre-modern, modernity, postmodernism • Causes of Social Change: technology and innovation, new ideologies, nature, conflict • Activism
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21st Century Life and Careers:	<p>9.2.12.C.3, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.7 9.2.12.C.8, 9.2.12.C.9 CRP – 1,2,4,7,8,12</p>				



SOMERVILLE PUBLIC SCHOOLS

Timeframe	January	February	March	April	May/June
Formative Assessments:	Zumbardo Experiment, Breaking the Social Norm Experiment, Obedience, Activities Inventory, Deviance Theory Exercise, Data collection of crimes, death penalty, and criminal justice system, Actively Learn Assignments	U.S. Census Exploration, Sociopoly: Life on the Boardwalk, USA Stratified Monopoly, Life Happens: A Work, Class, and Access to Resources Game, Start power, It's up in the Air, or is it?, Brownies Game, Class and Status, Environmental racism, Draw a map, Actively Learn Assignments	Act Like a Man, Act Like a Woman, Occupation Checklist, Gender Language, Sexual Harassment, Gender scenarios, One Step Forward, Two Steps Back, Graphing Concordance/Independence, Paint chip, Cultural IQ test, Census, Experiencing Inequality, Starpower, The Whiteness Quiz, the Preference, Race and Medicine	Health: Medicare, Affordable Health Care exercise, And the Band Played On Family: Family Webquest, Who Marries Whom?, Family exercise, Demonstration, Decision Make Skills, Social Class and the NBA Draft, Life Happens Education: BOE simulation, Debate, Education vs. Income Religion: Religion Webquest Politics: Voting simulation, PBS Vote 2016 Economy and Work: Worker alienation, Economy webquest, Actively Learn Assignments	Social change Webquest, World Population, Birth Rate, Age/Sex Pyramids, Collective Behavior, Actively Learn Assignments
Summative Assessments:	Unit Assessments, Change the World Project, House of Pop Culture/Sociology Project				
Interdisciplinary Connections:	NJSLSA.R1-R3, R6-R10 NJSLSA.RI.1-3, 6-10 NJSLSA.W1-W10 NJSLSA.SL1-SL6 NJSLSA.L1-6 8.1.12.A,C-E	NJSLSA.R1-R3, R6-R10 NJSLSA.RI.1-3, 6-10 NJSLSA.W1-W10 NJSLSA.SL1-SL6 NJSLSA.L1-6 8.1.12.A,C-E	NJSLSA.R1-R3, R6-R10 NJSLSA.RI.1-3, 6-10 NJSLSA.W1-W10 NJSLSA.SL1-SL6 NJSLSA.L1-6 8.1.12.A,C-E	NJSLSA.R1-R3, R6-R10 NJSLSA.RI.1-3, 6-10 NJSLSA.W1-W10 NJSLSA.SL1-SL6 NJSLSA.L1-6 8.1.12.A,C-E	NJSLSA.R1-R3, R6-R10 NJSLSA.RI.1-3, 6-10 NJSLSA.W1-W10 NJSLSA.SL1-SL6 NJSLSA.L1-6 8.1.12.A,C-E



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***2016 NJ Student Learning Standards: