

## **SOCIOLOGY COURSE SYLLABUS**

**Course Title:** Sociology

**Department:** Social Studies

**Primary Course Materials:** Sociology: The Study of Human Relationships, 5<sup>th</sup> Edition 1995.

**Course Description:** Sociology is strongly recommended for college-bound students. It is designed to aid students in understanding today's dynamic and rapidly changing world. This course has been developed to show the complexity of social life with its interconnections between social events and conditions. It includes a study of major social institutions, socialization, social stratification, and the manner in which people interact with and make sense of these social forces. Through a series of experiments and research projects, students explore some examples of the sorts of problems sociologists study and their methods of solving them.

**Essential Questions:**

1. How does the field of sociology relate to our lives?
2. How do the three theoretical perspectives (Conflict, Symbolic Interactionist, and Functionalist) relate to the human experience?
3. What makes up a culture?
4. What are the consequences of ethnocentrism?
5. What factors influence the American value system?
6. What is the relationship between values and social norms?
7. Does socialization influence social interaction?
8. How has adolescence altered our lives?
9. Do the phases of social development differ depending on gender?
10. Is deviance a necessary component of society?
11. What impact has race and ethnicity had on social interaction in the United States?

**Course Objectives:**

1. Students will think like a sociologist; to view their own life within a larger social and historical context.
2. Students will appreciate the rich diversity that is possible in social life by being exposed to data from a wide variety of cross-cultural and historical sources.
3. Students will understand that despite cultural diversity there exists a wide system of cultural universals.
4. Students will understand how human behavior is a result of both nature and nurture.
5. Students will understand the connection between social interaction and personality development.
6. Students will understand how cultural norms and values help define a society.
7. Students will understand how ethnocentrism leads to prejudice and discrimination.

**Common Goals:**

**Thinking and Communicating**

- 1) X Read information critically to develop understanding of concepts, topics and issues.
- 2) X Write clearly, factually, persuasively and creatively in Standard English.
- 3) X Speak clearly, factually, persuasively and creatively in Standard English.
- 4) X Use computers and other technologies to obtain, organize and communicate information and to solve problems.
- 5) X Conduct research to interpret issues or solve complex problems using a variety of data and information sources.

**Gain and Apply Knowledge in and across the Disciplines**

- 6) Gain and Apply Knowledge in:
  - a) X Literature and Language
  - b) X Mathematics
  - c) X Science and Technology
  - d)  Social Studies, History and Geography
  - e) X Visual and Performing Arts
  - f) X Health and Physical Education

**Work and Contribute**

- 7) X Demonstrate personal responsibility for planning one’s future academic and career options.
- 8) X Participate in a school or community service activity.
- 9) X Develop informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States and the world and understand how citizens can participate in the political and legal system to affect improvements in these areas.

**Concepts and Skills, Grades 8-12, from the Massachusetts History and Social Science Curriculum Framework**

<i>Students should be able to:</i>		
<input type="checkbox"/>		<b>HISTORY AND GEOGRAPHY</b>
<input type="checkbox"/>	<b>1</b>	Apply the skills of pre-kindergarten through grade seven.
<input type="checkbox"/>	<b>2</b>	Identify multiple ways to express time relationships and dates (for example, <i>1066 AD is the same as 1066 CE, and both refer to a date in the eleventh or 11<sup>th</sup> century, which is the same as the 1000s</i> ). Identify countries that use a different calendar from the one used in the U.S. and explain the basis for the difference. (H)
<input type="checkbox"/>	<b>3</b>	Interpret and construct timelines that show how events and eras in various parts of the world are related to one another. (H)
<input type="checkbox"/>	<b>4</b>	Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)
X	<b>5</b>	Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)
X	<b>6</b>	Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)

X	7	Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)
X	8	Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)
X	9	Distinguish intended from unintended consequences. (H, E, C)
X	10	Distinguish historical fact from opinion. (H, E, C)
<input type="checkbox"/>	11	Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. (H, G)
<input type="checkbox"/>		<b>CIVICS AND GOVERNMENT</b>
<input type="checkbox"/>	12	Define and use correctly the following words and terms: <i>Magna Carta</i> , <i>parliament</i> , <i>habeas corpus</i> , <i>monarchy</i> , and <i>absolutism</i> . (C)
<input type="checkbox"/>		<b>GENERAL ECONOMICS SKILLS</b>
<input type="checkbox"/>	13	Define and use correctly <i>mercantilism</i> , <i>feudalism</i> , <i>economic growth</i> , and <i>entrepreneur</i> . (E)
X	14	Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (E)
<input type="checkbox"/>	15	Explain how financial markets, such as the stock market, channel funds from savers to investors. (E)
<input type="checkbox"/>	16	Define and use correctly <i>gross domestic product</i> , <i>economic growth</i> , <i>recession</i> , <i>depression</i> , <i>unemployment</i> , <i>inflation</i> , and <i>deflation</i> . (E)
<input type="checkbox"/>	17	Explain how opportunity costs and tradeoffs can be evaluated through an analysis of marginal costs and benefits. (E)
<input type="checkbox"/>	18	Explain how competition among sellers lowers costs and prices, and encourages producers to produce more. (E)
<input type="checkbox"/>	19	Describe the role of buyers and sellers in determining the equilibrium price, and use supply and demand to explain and predict changes in quantity and price. (E)
<input type="checkbox"/>	20	Describe how the earnings of workers are affected by the market value of the product produced and worker skills. (E)
<input type="checkbox"/>	21	Identify the causes of inflation and explain who benefits from inflation and who suffers from inflation. (E)
<input type="checkbox"/>	22	Define and distinguish between <i>absolute</i> and <i>comparative advantage</i> , and explain how most trade occurs because of comparative advantage in the production of a particular good or service. (E)
<input type="checkbox"/>	23	Explain how changes in exchange rates affect balance of trade and the purchasing power of people in the United States and other countries. (E)
<input type="checkbox"/>	24	Differentiate between fiscal and monetary policy. (E)
<input type="checkbox"/>		<b>U.S. ECONOMICS SKILLS</b>
<input type="checkbox"/>	25	Explain the basic economic functions of the government in the economy of the United States. (E)
<input type="checkbox"/>	26	Examine the development of the banking system in the United States, and describe the organization and functions of the Federal Reserve System. (E)
<input type="checkbox"/>	27	Identify and describe laws and regulations adopted in the United States to

		promote economic competition. (E, H)
<input type="checkbox"/>	<b>28</b>	Analyze how federal tax and spending policies affect the national budget and the national debt. (E)

### **Additional Learning Skills Beyond the Curriculum Framework**

#### **Instructional practices support the achievement of 21<sup>st</sup> Century Learning Expectations by:**

*(check those that apply to the Course)*

- personalizing instruction
- engaging students in cross disciplinary learning
- engaging students as active and self directed learners
- emphasizing inquiry, problem solving and higher order thinking
- applying knowledge and skills in authentic tasks
- engaging students in self assessment and reflection
- integrating technology

