

MANCHESTER REGIONAL HIGH SCHOOL

SOCIAL STUDIES

SOCIOLOGY

JUNE 2016

Manchester Regional High School Board of Education

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Mr. Jonathan Banta
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COURSE DESCRIPTION: SOCIOLOGY

The purpose of sociology is to explain human behavior in groups. The course examines the ways people interact with each other in school, in family situations, at work, in government and at leisure. Sociology examines the vital human issues of the day...things such as crime, poverty, education and minorities. A student who takes the course is expected to do selected reading from the textbook and various supplementary materials and to conduct some research on selected topics, to listen to guest speakers and to participate in appropriate and available field trips. Juniors and seniors may elect to participate in the Passaic County Community College program, in which they will be entitled to receive 3 college credits upon the successful completion of this course. Credits are transferable anywhere within the state of New Jersey.

COURSE DATA:

Length of Course : One Semester

Credits : Two and One Half

Periods Per Week : Five

Classification : Elective - Grade 11-12

Prerequisite : None

Must be in 11 or 12th grade to participate in the P.C.C.C program for college credit.

EVALUATION:

The purposes of evaluation are to provide information about student progress and to determine if students have learned the subject matter which has been taught. Teachers will evaluate student progress by using criterion-referenced tests, standardized tests, quizzes, homework, class work, class participation, oral and written reports, group activities and special projects.

MANCHESTER REGIONAL HIGH SCHOOL

A. COURSE TITLE: SOCIOLOGY

B. MINIMUM COURSE PROFICIENCIES:

Upon successfully completing this course, the student should be able to demonstrate proficiency in the following:

1. Oral Communication:
 - a. The student can improve his/her oral vocabulary.
 - b. The student can employ an acceptable standard of oral English.
 - c. The student can organize and can present ideas related to social problems in society.
2. Written Expression:
 - a. The student can organize information according to acceptable outlining procedures.
 - b. The student can write acceptable sentences and paragraphs.
 - c. The student can write acceptable essays.
 - d. The student can write an acceptable paper on an approved social problem in American society.
3. Vocabulary Skills:

The student can improve his/her ability to define and to use technical sociological terminology.
4. Research Skills:

The student can use the resources of the library to complete required assignments and projects. These resources will include, but not be limited to, the Social Issues Resource Series, Editorials on file, the Vertical File, almanacs and United States Census data.
5. Career Study:

The student can accumulate and can convey selected career information to include, but not to limit to, a sociologist, a social worker, a psychologist and an educator.
6. Sociological Study:
 - a. The student can explain the origin of sociology.
 - b. The student can identify three pioneers in the field of sociology.
 - c. The student can define culture.
 - d. The student can give examples of cultural adaptations.
 - e. The student can describe how an individual is socialized.

- f. The student can explain the concept of cultural conformity.
- g. The student can define the term social problems.
- h. The student can analyze a minimum of one major social problem in America.

C. EVALUATIVE ACTIVITIES:

- 1. Tests
- 2. Quizzes
- 3. Class participation
- 4. Homework
- 5. Social Problems Research Project
- 6. Oral reports
- 7. Group activities
- 8. Writing samples
- 9. Special projects

D. Grading structure: Benchmark for mastery of course content is 65%; content mastery for students with IEPs may be less than the Board of Education approved minimum for regular education students.

- 1. Tests50%
- 2. Class participation/activities.....20%
- 3. Homework.....20%
- 4. Projects10%

E. TEACHING STRATEGIES:

A wide variety of teaching strategies will be employed to achieve the objectives of the course. The strategies will include, but not be limited to, lectures, readings, topical discussions, audiovisual presentations, guest speakers, field trips and library research activities.

NEW JERSEY CORE CURRICULUM CONTENT SOCIAL STUDIES STANDARDS

Social Studies Standards:

- 6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- 6.1.12.C.3.b Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- 6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
- 6.1.12.D.3.b Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
- 6.1.12.D.3.d Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
- 6.1.12.D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- 6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
- 6.1.12.A.6.c Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- 6.1.12.C.7.b Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
- 6.1.12.C.8.b Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and t6.1.12.D.11.c Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.he changing role and status of women.
- 6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
- 6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure.
- 6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
- 6.1.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.
- 6.1.12.B.14.a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
- 6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.
- 6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship.
- 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.
- 6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide.
- 6.2.12.A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
- 6.2.12.C.3.a Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding.
- 6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
- 6.2.12.C.4.c Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- 6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period.
- 6.2.12.C.5.a Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.

- 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
- 6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.
- 6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- 6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.

English Language Arts:

140.2: Reading Standards for Informational Text A. Key Ideas and Details

EE.RI.11-12.1. Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.

EE.RI.11-12.2. Determine the central idea of a text; recount the text.

C. Integration of Knowledge and Ideas

EE.RI.11-12.7. Analyze information presented in different media on related topics to answer questions or solve problems.

EE.RI.11-12.8. Determine whether the claims and reasoning enhance the author’s argument in an informational text.

EE.RI.11-12.9. Compare and contrast arguments made by two different texts on the same topic.

D. Range of Reading and Level of Text Complexity

8.1 Computer and Information Literacy

- A. Basic Computer Skills
- B. Application of Productivity Tools

8.2 Technology Education

- A. Nature and Impact of Technology
- B. Design Process and Impact Assessment
- C. Systems in the Designed World

9.1 Career and Technical Education

- A. Career Awareness and Planning
- B. Employability Skills

9.2 Consumer, Family, and Life Skills

- A. Critical Thinking
- B. Self-Management
- C. Interpersonal Communications
- D. Character Development and Ethics
- E. Consumer and Personal Finance
- F. Safety

MANCHESTER REGIONAL HIGH SCHOOL

COURSE OUTLINE: SOCIOLOGY

UNIT I: Introduction: What is Sociology?

TOPIC

- A. Science and sociology.
- B. Development of sociology.
- C. Early sociologists:
 - 1. Auguste Comte (1789-1857)
 - 2. Herbert Spencer (1820-1903)
 - 3. Karl Marx (1818-1883)
 - 4. Emile Durkheim (1858-1917)
 - 5. Max Weber (1864-1920)
- D. Theoretical perspectives:
 - 1. Functionalist perspective
 - 2. Conflict perspective
 - 3. Interactionist perspective
- E. Methods of sociological research
 - 1. Logic of cause and effect
 - 2. Basic research methods
 - a. Historical method
 - b. Content analysis
 - c. Statistical analysis
 - d. Survey method
 - e. Observation
 - f. Case study

Social Studies Standards:

6.1.12.D.3.a 6.1.12.D.3.b; 6.1.12.D.3.d; 6.1.12.B.5.b;
6.1.12.C.8.b; 6.1.12.D.13.f; 6.1.12.B.14.a; 6.1.12.D.14.f
6.1.12.A.16.a; 6.1.12.C.16.a; 6.1.12.D.16.a; 6.2.12.C.3.a
6.2.12.C.3.b; 6.2.12.D.5.c; 6.2.12.B.6.a;

English Language Arts:

140.2: EE.RI.11-12.1. EE.RI.11-12.2. C. EE.RI.11-12.7. EE.RI.11-12.8.

8.1 Computer and Information Literacy

A. Basic Computer Skills

B. Application of Productivity Tools

8.2 Technology Education A., B., C.

9.1 Career and Technical Education A., B.

9.2 Consumer, Family, and Life Skills A., B., C., D., E., F.

UNIT II: Culture, The Product of Group Experience

- A. The meaning of culture
 - 1. Cultural complexes and patterns
 - 2. Cultural diversity
- B. Cultural adaptation
 - 1. Cultural change
 - 2. Factors that impede cultural change
- C. Cultural conformity
 - 1. Cultural values - basis for norms
 - 2. Folkways and mores
 - 3. Enforcement of cultural norms
 - 4. Social control
 - 5. Social deviance

Social Studies Standards:

6.1.12.D.3.a; 6.1.12.D.3.b; 6.1.12.D.3.d; 6.1.12.B.5.b;
6.1.12.A.6.b; 6.1.12.D.13.f; 6.1.12.A.14.c; 6.1.12.A.14.e
6.1.12.B.14.a 6.1.12.D.14.e; 6.1.12.D.14.f; 6.1.12.A.16.a
6.1.12.D.16.a; 6.2.12.D.4.j 6.2.12.D.5.c

English Language Arts:

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A. Basic Computer Skills

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8.2 Technology Education A., B., C.

9.1 Career and Technical Education A., B.

9.2 Consumer, Family, and Life Skills A., B., C., D., E., F.

UNIT III: The Individual and Society

- A. Development of personality
- B. Development of social self
- C. Experiences, agents and situations that shape the social self
 - 1. Family
 - 2. Peer group
 - 3. School
 - 4. Reference groups
- D. Social groups
 - 1. What is a social group?
 - 2. Kinds of groups
 - a. Transitory
 - b. Recurrent
 - c. Formal
 - d. Informal
 - e. Primary
 - f. Secondary
 - 3. Institutions, organizations and bureaucracies
 - 4. Enforcement of cultural norms
 - 5. Social deviance
 - 6. Social control
 - 7. Development of personality
 - 8. Development of social self
 - 9. Experiences, agents and situations that shape the social self
 - a. Family
 - b. Peer group
 - c. School
 - d. Reference groups

Social Studies Standards:

6.1.12.D.3.a 6.1.12.D.3.b; 6.1.12.D.3.d; 6.1.12.B.5.b;
6.1.12.C.8.b; 6.1.12.D.13.f; 6.1.12.B.14.a; 6.1.12.D.14.f
6.1.12.A.16.a; 6.1.12.C.16.a; 6.1.12.D.16.a; 6.2.12.C.3.a
6.2.12.C.3.b; 6.2.12.D.5.c; 6.2.12.B.6.a;

English Language Arts:

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A. Basic Computer Skills

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8.2 Technology Education A., B., C.

9.1 Career and Technical Education A., B.

9.2 Consumer, Family, and Life Skills A., B., C., D., E., F.

UNIT IV: Social Problems

A. Understanding social problems

1. What is a social problem?
2. Criteria for determining social problems
3. Complexities of social problems

B. Social problem of crime, violence and vandalism

1. What is crime?
2. Who are the criminals?
3. Types of crimes and criminals
4. Impact of crime on society
5. Function crime serves in society
6. How does society deal with criminals?

Social Studies Standards:

6.1.12.D.3.a 6.1.12.D.3.b; 6.1.12.D.3.d; 6.1.12.B.5.b;
6.1.12.C.8.b; 6.1.12.D.13.f; 6.1.12.B.14.a; 6.1.12.D.14.f
6.1.12.A.16.a; 6.1.12.C.16.a; 6.1.12.D.16.a; 6.2.12.C.3.a
6.2.12.C.3.b; 6.2.12.D.5.c; 6.2.12.B.6.a;

English Language Arts:

140.2: EE.RI.11-12.1. EE.RI.11-12.2. C. EE.RI.11-12.7. EE.RI.11-12.8.

8.1 Computer and Information Literacy

A. Basic Computer Skills

B. Application of Productivity Tools

8.2 Technology Education A., B., C.

9.1 Career and Technical Education A., B.

9.2 Consumer, Family, and Life Skills A., B., C., D., E., F.

UNIT V: Social Problems and the American Family

- A. Courtship and marriage
- B. Impact of the birth of children
- C. Impact of separation and divorce
- D. Child abuse
- E. Gerontology
- F. Death and dying

Social Studies Standards:

6.1.12.D.3.a 6.1.12.D.3.b; 6.1.12.D.3.d; 6.1.12.B.5.b;
6.1.12.C.8.b; 6.1.12.D.13.f; 6.1.12.B.14.a; 6.1.12.D.14.f
6.1.12.A.16.a; 6.1.12.C.16.a; 6.1.12.D.16.a; 6.2.12.C.3.a
6.2.12.C.3.b; 6.2.12.D.5.c; 6.2.12.B.6.a;

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9.2 Consumer, Family, and Life Skills A., B., C., D., E., F.

MANCHESTER REGIONAL HIGH SCHOOL
SOCIOLOGY

NON-PRINT BIBLIOGRAPHY:

Video:

Introduction to Sociology
Anatomy of Violence
Aging: To Hell With Grandma
Child Abuse: America's Hidden Epidemic
Family Violence: The Battering Syndrome
Love and Marriage
Pulling the Plug
Understanding your Parents
Your Personality
Social Mobility in the United States
The Future of the Family
Alaskan Eskimo
Peege
Power and Corruption
Two Families: African and American
Despite Man's Differences
Authority & Rebellion
Crime in the Cities
The Struggle for Women's Rights
Emotional Development
Right to Live? Who Decides
Aides: Everything You and Your Family Need to Know
Child Sex Abuse: What Your Child Should Know
Drug & Alcohol Abuse
High Schools
Be Your Best Self
I Live in an Alcoholic Family
Drugs and Peer Pressure
Focus on Society
Teenage Suicide: Don't Try It

MANCHESTER REGIONAL HIGH SCHOOL

SOCIOLOGY

BIBLIOGRAPHY

REQUIRED TEXTBOOK:

Macionis, John Sociology: The Basics 11th Edition. Pearson Prentice Hall,
2006