

East Penn School District  
Secondary Curriculum

A Planned Course Statement  
for

**Sociology**

Course # 238

Grade(s) 12

Department: Social Studies

Length of Period (mins.) 41

Total Clock Hours: 61.5

Periods per Cycle: 6

Length of Course (yrs.) 0.5

Type of Offering:  required  elective

Credit: 0.5

Adopted: \_\_\_\_\_

Developed by:

Derek Brown  
Eileen Carr  
Michael Flynn

## Description of Course

### Course Title:

Sociology - # 238

### Description:

This course is an introduction to the study of human relationships. It is intended to be a liberating discipline in that it will challenge the conventional wisdom of the past and dissolve some myths about social reality. This humanity course provides an acute awareness of the importance of society on the individual as far as our personal experiences and identity is concerned, and yet it offers a crucial sense of options and choice that is essential to human freedom. Instruction will include discussing the prevalent social problems that are found in the world's societies today.

A study of sociology can also help students relate to their society. By developing a sociological perspective of themselves and of their environment, students can live more effective lives as a part of their social world.

### Goals:

- To make students more aware of their role and the role of others in our complex social environment
- To allow students to understand and appreciate the delicate balance between their personal desires and the demands placed upon them by society
- To give students a broad understanding of culture and society
- To allow students to complete in-depth research on a social topic of their choosing

### Requirements:

### Text:

Macionis, John, Sociology, 8<sup>th</sup> edition, Pearson/Prentice Hall, 2001

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### Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
<b>Introduction to Sociology</b>	1	Students will understand the similarities and differences between the various social sciences.	A	<ul style="list-style-type: none"> <li>Notes and classroom discussion based on teacher resources.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation of classroom discussion.</li> <li>Teacher-made test</li> </ul>	
	2	Students will appreciate the historical origins and development of sociology.	A	<ul style="list-style-type: none"> <li>Lecture and notes on Comte, Spenser, Marx, Durkham, and Weber from teacher resources.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-made test</li> <li>Teacher hand-out</li> </ul>	
	3	Students will recognize the focus and processes of the discipline of sociology.	U	<ul style="list-style-type: none"> <li>Teacher hand-outs</li> <li>Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Assigned chapter review exercises</li> <li>Teacher-made test</li> </ul>	
	4	Students will be aware of the different methods of gathering data in scientific research.	L	<ul style="list-style-type: none"> <li>Conduct Sociology survey</li> <li>Class discussion</li> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of student decision in choosing proper research method</li> </ul>	
<b>Culture, Conformity, and Deviance</b>	5	Students will describe how culture traits, both material and nonmaterial, are used to analyze culture.	U	<ul style="list-style-type: none"> <li>Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Homework</li> <li>Teacher-made test</li> <li>Evaluation of classroom discussion</li> </ul>	
	6	Students will explain how differences can exist among cultures and among subcultures within a culture.	U	<ul style="list-style-type: none"> <li>Internet research</li> <li>Lecture</li> <li>Hand-out</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on cultural comparison</li> <li>Homework</li> </ul>	
	7	Students will understand the forces at work in a society that lead to cultural change.	L	<ul style="list-style-type: none"> <li>Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of classroom discussion</li> <li>Teacher-made test</li> </ul>	
	8	Students will explain the relationships between values, norms, folkways, and mores.	L	<ul style="list-style-type: none"> <li>Small group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of small group work</li> </ul>	
	9	Students will compare the needs for conformity and individualism in a society.	A	<ul style="list-style-type: none"> <li>Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Evaluation of class discussion</li> </ul>	
	10	Students will examine possible causes of deviance in a society, i.e. transgender, racism, alternative lifestyles.	L	<ul style="list-style-type: none"> <li>Primary source readings</li> <li>Current readings from news magazines</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-made test</li> </ul>	
	11	Students will evaluate the origins of and reasons for mores and folkways.	U	<ul style="list-style-type: none"> <li>Hand-outs</li> <li>Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate class discussion</li> <li>Homework</li> </ul>	
	12	Students will analyze the relationship between mores and laws.	U	<ul style="list-style-type: none"> <li>Guest speaker: Police officer</li> <li>Current readings from news magazines</li> <li>Essays</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate essays</li> <li>Teacher-made test</li> </ul>	

Unit	Num	Objective	Level	Content	Evaluation	Standard
<b>Social Organization</b>	13	Students will recognize the elements of social stratification and its impact on individuals and society as a whole.	L	<ul style="list-style-type: none"> <li>Evaluation by students of actual example</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-made test</li> <li>Homework</li> </ul>	
	14	Students will appreciate every individual's sociological need for others.	U	<ul style="list-style-type: none"> <li>Worksheet</li> <li>Internet research</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate worksheet</li> </ul>	
	15	Students will differentiate between achieved and ascribed statuses.	L	<ul style="list-style-type: none"> <li>Class discussion on esteem and prestige</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate class discussion</li> <li>Homework</li> </ul>	
	16	Students will analyze individual behavior on terms of roles, reciprocal rules and role conflict.	U	<ul style="list-style-type: none"> <li>Small group work</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate small group work</li> <li>Essay</li> </ul>	
	17	Students will distinguish between primary and secondary groups.	L	<ul style="list-style-type: none"> <li>Charting activity</li> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-made test</li> <li>Homework</li> </ul>	
	18	Students will describe key characteristics and functions of formal organizations (bureaucracies).	L	<ul style="list-style-type: none"> <li>Primary source examples with questions</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate answers to questions for discussion</li> <li>Teacher-made test</li> </ul>	
	19	Students will understand how cultural elements and an individual's place in society influence human relationships and interactions.	U	<ul style="list-style-type: none"> <li>Class experimentation</li> <li>Lecture</li> <li>Current readings - News magazines</li> <li>AV materials</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-made test</li> <li>Homework</li> </ul>	
	20	Students will relate the patterns of social stratification to wealth, power, and prestige.	U	<ul style="list-style-type: none"> <li>Current readings – News magazines</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate class discussion</li> <li>Teacher-made test</li> </ul>	
	21	Students will examine social classes in the U.S. and assess opportunity levels for upward mobility.	L	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Small group work</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate small group work</li> <li>Teacher-made test</li> </ul>	
<b>Applying Sociological Concepts</b>	22	Students will analyze the history and functions of the family as a social institution.	L	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-made test</li> </ul>	
	23	Students will trace the changes and differences in courtship and marriage patterns in our own and other societies.	A	<ul style="list-style-type: none"> <li>Marriage counselor visit</li> <li>Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-made test</li> <li>Evaluation of charts</li> </ul>	
	24	Students will recognize the	U	<ul style="list-style-type: none"> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate group activity</li> </ul>	

Unit	Num	Objective	Level	Content	Evaluation	Standard
		responsibilities that go with the parenting role.		<ul style="list-style-type: none"> <li>Group activity</li> </ul>		
	25	Students will analyze the impact divorce has upon the family as a social institution.	U	<ul style="list-style-type: none"> <li>Library research</li> <li>Guest speaker – Custody cases</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate library research</li> </ul>	
	26	Students will analyze our socialization to sex roles.	L	<ul style="list-style-type: none"> <li>Rape counselor</li> <li>Class discussion</li> <li>Current reading – News magazine</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-made test</li> <li>Homework</li> </ul>	
	27	Student will distinguish between various dominant and minority groups and recognize the various categories of sociological minorities.	R	<ul style="list-style-type: none"> <li>Lecture</li> <li>Guest speaker – NAACP</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-made test</li> <li>Evaluation of questions</li> </ul>	
	28	Students will understand the psychological, cultural, and structural causes of prejudice.	L	<ul style="list-style-type: none"> <li>Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-made test</li> <li>Evaluate discussion</li> </ul>	
	29	Students will recognize the various patterns that discrimination may take.	L	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Group work</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate group work</li> </ul>	
	30	Students will understand the various ways that a minority may respond to discrimination.	L	<ul style="list-style-type: none"> <li>Internet research</li> <li>Essay</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate essay and homework</li> <li>Evaluate research</li> </ul>	
	31	Students will understand the causes and results of the modern women’s movement, including effects at home and the workplace.	L	<ul style="list-style-type: none"> <li>Guest speaker – NOW</li> <li>Current readings – News magazines</li> <li>Class discussion</li> <li>Group work</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-made test</li> <li>Evaluate group work</li> </ul>	
<b>Social Problems: Crime, Poverty, and Others</b>	32	Students will understand the meaning and extent of poverty in the United States.	L	<ul style="list-style-type: none"> <li>Internet research</li> <li>Current readings – News magazines</li> <li>Field trip - Allentown Rescue Mission</li> <li>Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate research</li> <li>Evaluation on field trip</li> </ul>	
	33	Students will recognize those groups in America most likely to suffer from poverty.	A	<ul style="list-style-type: none"> <li>Library research</li> <li>Current readings – News magazines</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-made test</li> <li>Homework</li> </ul>	
	34	Students will become aware of the various theories regarding the causes and extent of poverty.	A	<ul style="list-style-type: none"> <li>Lecture</li> <li>Class discussion</li> <li>Guest speaker – Department of Public Welfare</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-made test</li> <li>Evaluate class discussion</li> </ul>	
	35	Students will recognize the extent of crime in the U.S. and its	U	<ul style="list-style-type: none"> <li>Research on crime and prisons</li> <li>Field trip – Prison</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate research</li> <li>Evaluate debriefing</li> </ul>	

Unit	Num	Objective	Level	Content	Evaluation	Standard
		consequences.				
	36	Students will understand the nature of corporate and individual white-collar crime.	L	<ul style="list-style-type: none"> <li>• Guest speaker – Lawyer</li> <li>• Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made test</li> <li>• Evaluate class discussion</li> </ul>	
	37	Students will understand the nature of organized crime.	A	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made test</li> </ul>	
	38	Students will understand the nature of so-called “victimless” crimes, such as alcohol and drug abuse.	L	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Current reading – News magazines</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made test</li> <li>• Homework</li> </ul>	
	39	Students will evaluate efforts to reduce crime and to make the justice system more effective.	L	<ul style="list-style-type: none"> <li>• Guest speaker – Judge</li> <li>• Class discussion</li> <li>• Current reading – News magazines</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made test</li> </ul>	
	40	Students will be exposed to and discuss a variety of problems and issues facing our society.	R	<ul style="list-style-type: none"> <li>• Independent research on a topic</li> <li>• AV materials – TV talk shows/documentaries</li> <li>• Current readings – News magazines</li> <li>• Opposing viewpoint booklets</li> <li>• Student oral reports</li> <li>• Class discussion</li> <li>• Class debates</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of student research/reports</li> <li>• Evaluation of class discussion</li> </ul>	