



PISCATAWAY TOWNSHIP SCHOOLS

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Content Area: Sociology (Social Studies)
Grade Span: 9-12
Presented by: James Knox
Revised by: Peter Reynolds
Approval Date:

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COURSE OVERVIEW

Description

Sociology is a social science that strives to understand society through an in-depth study of *patterns of human behavior*, not individual acts. The course will cover topics such as culture, class, gender, deviance, crime, communication, family, socialization, status, relationships and a variety of other associated topics.

The material covered in the course allows students to experience the systemic study of social behavior and human groups. It focuses on social relationships; how those relationships influence people's behavior; and how societies, the sum total of those relationships, develop and change.

Goals

The purpose of this course is to introduce students to the subject of sociology. Upon successful completion of this course, students will have the ability to look at sociological material and concepts and make connections to their own lives and experiences. As a subject matter, sociology will make the learner more attentive as an observer of how people in groups interact and function. It will also allow the student to be more aware of people's different needs and interests, in effect, more ready to work for the common good, while still recognizing the individuality of each person.

Scope and Sequence

Unit	Topic	Length
1	Foundations of Sociology	2-4 weeks
2	Class, Status, and Power	6-8 weeks
3	Research Methods	8-10 weeks

Resources

**Core Text: Understanding Sociology,
Sociology: A Brief Introduction**

Suggested Resources:

UNIT 1: Foundations of Sociology

Summary and Rationale	
<p>Unit 1, Foundations of Sociology, is intended to introduce students to the discipline of Sociology. Students will be introduced to basic Sociological theory and be asked to analyze society by using those theories. As an example of how students will engage in this type of analysis, students will be required to write a short paper about how social norms influence people’s behavior, including their own behavior. This paper will require students to violate a social norm in a social setting. Students will note the reactions of the people around them and use the experience in writing their papers.</p>	
Recommended Pacing	
2-4 weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
	6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
	6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
	6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
Standard	
CPI #	Cumulative Progress Indicator (CPI)
	6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
	6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
	6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
Standard	
CPI #	Cumulative Progress Indicator (CPI)
	6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
	6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
	6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Sociologists use an array of theories and techniques to study and understand society. ● Sociology borrows from other disciplines (history, economics, statistics, anthropology, etc.) with regard to techniques that help to develop an understanding of society. 	

- Society changes over time, the discipline of sociology has changed over time as well.
- Sociologists use a “sociological imagination” to understand the context in which individuals and groups make decisions and act.
- Basic concepts, like the influence of social norms on people’s behavior, can help us develop a deeper understanding of society.

Unit Essential Questions

- How did sociology develop as a discipline?
- How is Sociology similar to and different from other social sciences?
- How can sociological concepts explain human society and institutions?
- How can you use a sociological imagination?
- How are manifest and latent functions a part of the elements of society?
- What are the key theoretical perspectives in sociology?
- How do the major perspectives help us to understand how to examine society?

Objectives

Students will know:

- Key terms: Social context, norm, violation, sanction, sociological imagination, sociological theory, emerging norms, functionalist, manifest function, latent function, dysfunction, interactionist, conflict.
- Various techniques and theories sociologists use to understand and analyze society.
- How people can change behaviors and roles depending on the social context in which they are present.
- How social norms are expressed and reinforced or challenged within different social contexts.
- How social norms change over time.

Students will be able to:

- Understand and analyze how sociologists views and studies human behavior, and how it’s particular areas of focus are similar to and different from each of the other social sciences.
- Discuss the social changes and the changing social conditions that fostered the development of sociology as a distinct academic discipline throughout the history of the discipline.
- Identify, explain and apply the theoretical perspectives in sociology.
- Evaluate how sociological theories can apply to both television, film, music, as well as current and emerging social media.
- Define & apply ways to use a “sociological imagination.”
- Differentiate between manifest and latent functions in society.

Resources

Core Text: Understanding Sociology,
Sociology: A Brief Introduction

Suggested Resources:

UNIT 2: Class, Status, and Power

Summary and Rationale

Unit 2, “Class, Status, and Power,” is intended to allow the students to understand these three concepts and how we can use them to better understand our society. These three concepts have reciprocal relationships between them (ie.

class status has an impact on social power AND social power has an impact on class). Students will be asked to explore these relationships through a set of readings, lectures, and activities. Included in these activities will be an analysis of the impact of discriminatory housing policy (redlining) which was in place decades ago and how the effects have carried through to the present day. Students will also play “Social Stratification Monopoly,” a game of Monopoly with modified rules intended to test the impact of differing levels of economic inequality on an economy. The game serves as a springboard for the Research Methods unit because students will analyze the outcome of the different games using techniques that they will use later while researching for their own papers.

Recommended Pacing

6-8 weeks

State Standards

Standard

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Standard

CPI #	Cumulative Progress Indicator (CPI)
	6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
	6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
	6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.

Instructional Focus

Unit Enduring Understandings

- The distribution of wealth and income in the United States has changed throughout history.
- Social mobility, and the opportunity for social mobility, is linked to a number of different factors.
- Bias can be expressed both individually and institutionally, which impacts society in various ways.
- Various social norms have developed around the concepts of class, status, and power and can serve to either reinforce or challenge the status quo.
- The effect of historical expressions of bias show up in our contemporary society.

- These issues can be studied using a variety of techniques, both quantitative and qualitative.

Unit Essential Questions

- How have wealth and income been historically distributed?
- How does the wealth distribution of wealth and income impact social mobility?
- What is bias and how can it be expressed in ways that are individual and institutional?
- In what ways have race and ethnicity affected the experience of immigrants from other countries?
- How do gender roles differ from one culture to another, and how have they changed throughout history?
- How does ageism affect an older person's employment opportunities?
- How much of a person's personality is shaped by culture, as opposed to inborn traits?
- What qualities do effective social movements possess to impact social change?
- What techniques can we use to attempt to answer these questions?

Objectives

Students will know:

- Key terms: Social stratification, social mobility, opportunity, resume study, institutional bias, in-group/out-group, achieved status, ascribed status, redlining, access to credit, investment, compound interest.
- Social mobility, or lack of social mobility, across a society can be the result of various factors, usually working in combination.
- Social mobility, or lack of social mobility, across a society has an effect on that society.
- Bias, both historically and presently, has had an impact on social mobility.
- Class, status, and power map onto each other.
- These factors play a role in shaping our culture and various subcultures.

Students will be able to:

- Examine characteristics of the following systems of stratification: slavery, castes, and social classes.
- Compare and contrast the various sociological perspectives on stratification.
- Assess the methods used to measure stratification.
- Analyze the issues surrounding the study of poverty.
- Differentiate between the various systems of stratification.
- Assess social mobility and identify the impact of various social factors on social mobility.
- Assess the effects of globalization from the various sociological perspectives.
- Analyze prejudice and its correlation with racism.
- Interpret discrimination and institutional discrimination, and their impact on social relations.
- Examine the views of functionalism, conflict theory and interactionism regarding racial and ethnic inequality.
- Assess the relative economic positions of various racial and ethnic groups.
- Interpret the various population patterns of racial and ethnic diversity in the United States.
- Evaluate the social construction of gender roles.
- Examine sexism and discuss the effects of sex discrimination.
- Differentiate between sexism, sex discrimination, and sexual harassment.
- Assess the status of women in the U.S. and worldwide.
- Evaluate what research tells us about the social consequences of paid employment of women.

Resources

Core Text: Understanding Sociology,
Sociology: A Brief Introduction

Suggested Resources:*Capital*, Thomas Piketty*A Class Divided*, PBS Documentary*Whitened Resumes: Race and Self-Presentation in the Labor Market*, Katherine A. DeCelles*Hoop Dreams*

UNIT 3: Research Methods

Summary and Rationale

Unit 3, Research Methods, is intended to allow the students to develop an understanding for how sociologists conduct their research. Students will also be expected to use the methods covered in the unit to write a research paper. The paper writing process is broken down into several steps including the development of a research question and hypothesis, collection of data on the topic through the use of a survey, analysis of the data by using a spreadsheet, and writing a paper which explains the research process and results. The research paper serves as the final assessment for the course, substituting for a final exam.

Recommended Pacing

8-10 weeks

State Standards

Standard**CPI # Cumulative Progress Indicator (CPI)**

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6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

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	6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
	6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
	6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Social science research can be used to test hypotheses about society ● Social science research can be used to analyze a broad range of topics and issues. ● Social science research can be conducted using a broad range of methods. ● Social science research can be very valuable in understanding society. ● Social science research has real limits, and conclusions should be viewed with a degree of skepticism and as something that should be further tested. ● Different research techniques can be combined in the same research project in order to test a hypothesis in more than one way. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How is sociological research conducted? ● Why is sociological research valuable? ● What are the limits of sociological research? ● What is the difference between correlation and causation? ● How can you use evidence to check a hypothesis? ● What is quantitative research? ● What is qualitative research? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● Various methods and techniques used by sociologists, and other social scientists, to conduct research. ● How to use the results of sociological research as a means to understand society. ● How to understand the limits of sociological research. ● How to understand correlations between variables. ● How to organize a social science research project. ● How to conduct quantitative research. ● How to conduct qualitative research. ● How to effectively synthesize various research techniques, both qualitative and quantitative, into a single research project. <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Develop skills in oral and written language ● Develop ability to use scientific methods ● Develop reasoning skills ● Develop ability to think and proceed logically ● Develop skills necessary to succeed in college including but not limited to time management, critical reading and writing skills, and positive decision making skills ● Develop skills in data analysis using a spreadsheet ● Develop disciplined study skills 	

- Develop effective reading skills

Resources

Core Text: Understanding Sociology,
Sociology: A Brief Introduction

Suggested Resources:

Capital, Thomas Piketty

A Class Divided, PBS Documentary

*Whitened Resumes: Race and
Self-Presentation in the Labor Market*,
Katherine A. DeCelles