

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Sociology (Semester)

Department: Social Studies

Teacher: Nathan Cooper

Grade level: 11-12

Description of Course:

Sociology is the study of how the human acts, and reacts to the environment around them. In this course, students will examine the basic nature of human relationships, customs, institutions, social structure, and how culture influences beliefs and behaviors, the expression of fundamental concerns, and the development of values. The course examines basic concepts, methods, and perspectives of sociology as a social science and topics include: family life, group dynamic and organization, gender and age roles, minorities, social classes, religious and political movements and social issues.

School - Wide Expectations:

Campbell graduates will be college and career ready because they can:

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.

Academic:

1. Read actively and critically for diverse purposes.
2. Communicate effectively using a variety of mediums.
3. Write effectively for a variety of purposes.
4. Utilize current technology and other resources to research, organize and evaluate possibilities to enhance learning.
5. Think critically, creatively and effectively in order to solve problems, and to transfer solutions to complete authentic tasks across all disciplines.

Social:

1. Exhibit personal responsibility and initiative.
2. Understand, appreciate and respect diversity.
3. Work cooperatively in an atmosphere of mutual respect

Civic:

1. Contribute as an active member of the community.
2. Demonstrate civic responsibilities.

Core Competencies:

1. Apply inquiry processes to support conclusions in the social sciences. (Research competency)
2. Evaluate historical or contemporary actions of people and/or events to develop evidence-based claims. (Evaluation competency)
3. Analyze the social, political, and economic factors of historical periods. (Analysis competency)
4. Demonstrate conceptual understanding of essential topics in the social sciences. (Comprehension competency)

Suggested Texts and Media (Software, A/V, etc.):

1. Textbook: *Sociology, The Study of Human Relationships*. Thomas W. LaVerne, Holt, Reinhart and Winston, 2005.
2. Excerpts from Film: *Pleasantville*.
3. Teacher created PowerPoint presentations.
4. Online sources/periodic articles.
5. Use of Chromebook, Google Classroom, and other technological mediums.

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

Suggested Instructional Strategies:

1. Lecture & Demonstration: Throughout the semester, information will be provided through class discussion, and lecture of basic concepts. Students will be expected to take daily notes on basic theory and sociologist who have helped shape the science. Students will be expected to articulate their thoughts and apply concepts to real world situations. Many of these concepts are featured in film. Students will view and discuss segments of film such as: *Pleasantville*, as they pertain to the study of sociology. Articles like "*Body Ritual of the Nacirema*" will expand student knowledge and understanding of class ideals and culture.
2. Research: During the semester, students will demonstrate the ability to gather pertinent facts through research, analyze those facts, formulate a thesis, prove the thesis using accurate facts written in his or her own words, and the ability to correctly cite sources using MLA format. Through research, students will acquire multiple perspectives on concepts, which will allow them to shape their own personal ideas and philosophies.
3. Projects/Creative Synthesis: Using the information presented in class, students will be able to expand upon their knowledge through creative assignments. Examples may include: creation of a propaganda poster, movie writing/directing/editing and the creation of political candidates and debate preparation.

Suggested Assessment Strategies:

1. Quizzes/Tests: Teacher created quizzes and tests often include: multiple choice, matching, short answer, and/or an essay. Essay questions may also be given as take home assignments. Tests are intended to measure and assess student comprehension of fundamental concepts, the analysis of those concepts and the evaluation of the reasons underlying those concepts.
2. Informal Group Work: In small groups, students are asked to solve problems that pertain to the study of sociology. Group work allows for students to gain multiple perspectives and learn how to problem solve in conjunction with other students in an appropriate manner.
3. Individual/Group Research: Research allows for the students to explore sociological concepts with greater depth and understanding than what is covered in the course.
4. Final Examination: This comprehensive exam covers course material. Final exams count for 15% of the semester grade.