

New Paltz Central School District
Sociology
 (Fall Course)

TIME	CONTENT/ESSENTIAL QUESTIONS	SKILLS	ASSESSMENTS
000+0E000	<p><u>UNIT 1: The Sociological Perspective</u></p> <ul style="list-style-type: none"> • History of sociology • Elements of sociology • Historical insights of sociology <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • What is sociology? • How did early sociologists come to agree on the five basic elements of sociology? • How did the studies and findings of early noted sociologists affect future societies? 	<ul style="list-style-type: none"> • Take notes • Compare and contrast • Interpret charts and graphs 	<ul style="list-style-type: none"> • Essay(s) • Class participation • Article critique • Quizzes
000+0E000	<p><u>UNIT 2: Methods of Sociological Research</u></p> <ul style="list-style-type: none"> • Process of research • Choosing and collecting data • Research methods • Historical research studies <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • What are the steps in the research process? • How do different research designs and data collection methods affect sociological results? • How would independent and dependent variables affect a hypothesis in sociology? 	<ul style="list-style-type: none"> • Take notes • Compare and contrast • Interpret charts and graphs 	<ul style="list-style-type: none"> • Classroom participation • Article critique • Quiz • Presentation

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0000+0000 1000+0000 1000+0000	<p><u>UNIT 3: Culture</u></p> <ul style="list-style-type: none"> • Elements of culture • Cultural integration and diversity • Culture and the media • Internalization of culture <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • How are values and norms linked? • How and why were cultural integration and diversity promoted? • How has the media affected cultures? • Why are symbols special indicators within their respective cultures? 	<ul style="list-style-type: none"> • Take notes • Compare and contrast • Interpret charts and graphs 	<ul style="list-style-type: none"> • Essay • Class participation • Article critique • Quiz • Presentation • Unit test
0000+0000 1000+0000 1000+0000	<p><u>UNIT 4: Interaction and Social Structure</u></p> <ul style="list-style-type: none"> • Microsociology vs. macrosociology • Elements of social interaction • Networking – the webs of social relationships • Elements of social structure <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • What do sociologists mean by “definitions of the situation”? • Why do networks constitute the basic social context of people’s lives? • How can social networks as a whole vary from one to another? • How can institutions affect societies? 	<ul style="list-style-type: none"> • Take notes • Compare and contrast • Interpret charts and graphs • Research 	<ul style="list-style-type: none"> • Class participation • Article critique • Quiz

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00+0000	<p><u>UNIT 5: Socialization</u></p> <ul style="list-style-type: none"> • Nature vs. nurture • Socialization and social interaction • Agents of socialization <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • How would you describe the relative importance of nature and nurture in one's socialization? • Why do noted individuals (Freud, Cooley and Mead) differ on their theories of socialization? • Where do different sets of values come from? • How important is the power of self-direction? 	<ul style="list-style-type: none"> • Take notes • Compare and contrast • Interpret charts and graphs • Write a movie review 	<ul style="list-style-type: none"> • Class participation • Class presentation – movie review • Article critique • Quiz
00+0000	<p><u>UNIT 6: The Life Course: From Childhood to Old Age</u></p> <ul style="list-style-type: none"> • Interdependence of individual aging and historical change • Stages of life (childhood, adolescence, adulthood) • Myths and realities about the elderly • Death and dying <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • Why is the notion of life course a useful concept in sociology? • Why do the life experiences of individuals vary depending on where they were born? • Why is adolescence viewed as a time of questioning and experimentation? • How can we, as a society, help individuals cope with death and dying? 	<ul style="list-style-type: none"> • Take notes • Compare and contrast • Interpret charts and graphs 	<ul style="list-style-type: none"> • Essay • Class participation • Project presentation • Article critique • Unit test

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00+0000-1 Z0>0E000-	<p><u>UNIT 7: Deviance and Crime</u></p> <ul style="list-style-type: none"> • Nature and origins of deviance • Who becomes deviant • Crime and criminal justice • Total institutions <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • In what sense is deviance a matter of social definition? • How do labeling theorists explain deviance? • How are crime and deviance both similar to and different from each other? • What are some activities in which you engage that might be thought of as deviant by someone from another class, subculture, or country? 	<ul style="list-style-type: none"> • Take notes • Compare and contrast • Listen • Interview • Make decisions 	<ul style="list-style-type: none"> • Presentation review • Class participation • Article critique • Quiz • Unit test

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TIME	CONTENT/ESSENTIAL QUESTIONS	SKILLS	ASSESSMENTS
20>0E00L	<p><u>UNIT 8: Groups and Organizations</u></p> <ul style="list-style-type: none"> • Nature of social groups • Rise of formal organizations: bureaucratic innovations • Nature of bureaucracy • Variations in bureaucratic organization <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • How do the four characteristics of social groups apply to a group to which you belong? • How are group dynamics influenced? • How can Weber’s ideal type of bureaucracy apply to any formal organization that you might know? • How can people acquire power in formal organizations? 	<ul style="list-style-type: none"> • Take notes • Compare and contrast • Interpret charts and graphs • Write a movie review 	<ul style="list-style-type: none"> • Class participation • Article critique • Quiz • Unit test
20>0E00L	<p><u>UNIT 9: Class and Stratification</u></p> <ul style="list-style-type: none"> • Dimensions of stratification (wealth, power, and prestige) • Stratification analysis • Levels of living (poverty vs. working poor) <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • What is social stratification and how is it institutionalized? • What is the role of prestige in social stratification? • How do differences of wealth and income produce the American class structure? 	<ul style="list-style-type: none"> • Take notes • Debate • Compare and contrast • Interpret charts and graphs 	<ul style="list-style-type: none"> • Class participation • Article critique • Quizzes • Panel participation

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TIME	CONTENT/ESSENTIAL QUESTIONS	SKILLS	ASSESSMENTS
20:00-21:00 21:00-22:00	<p><u>UNIT 10: Race and Ethnicity</u></p> <ul style="list-style-type: none"> • History of cultural diversity • Patterns of intergroup relations • Minority groups in the United States <li style="text-align: center;">----- • What is cultural diversity? • How are minority groups different from racial and ethnic groups? • How do patterns of conflict and domination differ from each other? • How have acceptance and integration occurred? 	<ul style="list-style-type: none"> • Take notes • Interview • Compare and contrast • Interpret charts and graphs 	<ul style="list-style-type: none"> • Essay • Group participation • Class participation • Quizzes
22:00-23:00 23:00-24:00	<p><u>UNIT 11: Sex and Gender</u></p> <ul style="list-style-type: none"> • Social construction of gender • Patterns of gender inequality • History of sexual harassment • Politics of gender <li style="text-align: center;">----- • Why do sociologists use the term “gender” in their analysis of females and males? • How do gender roles and stereotypes influence each other? • What contributions do parents, peers, and the media make to gender socialization? • What is sexual harassment? 	<ul style="list-style-type: none"> • Take notes • Interview • Interpret charts and graphs • Examine stereotypes 	<ul style="list-style-type: none"> • Essay • Class participation • Project participation • Quiz

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0000E00L	<p><u>UNIT 12: The Family</u></p> <ul style="list-style-type: none"> • Family functions and structure • Marriage and divorce • The nuclear family yesterday and today • Alternatives to the nuclear family • Family problems <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • What functions are served by the family? • What are some of the sociological reasons behind the decisions whom and when to marry? • What are some sociological reasons for the current high divorce rate? • How can we help address teenage pregnancy and family violence? 	<ul style="list-style-type: none"> • Take notes • Compare and contrast • Interpret charts and graphs 	<ul style="list-style-type: none"> • Class participation • Project presentation • Article critique • Quiz • Unit test
0000E00L	<p><u>UNIT 13: Education</u></p> <ul style="list-style-type: none"> • Social functions of schools • Levels of education • What schools can do to foster equal opportunity • Public schools in crisis • Today's college students <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • What are the social functions of schools? • How are discrimination and tracking related to ability, and what are their consequences? • What are hidden curriculums? • How successful has busing been in achieving equality of educational opportunities? 	<ul style="list-style-type: none"> • Take notes • Compare and contrast • Interpret charts and graphs • Create bar graphs • Develop a survey 	<ul style="list-style-type: none"> • Quizzes

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0000E0001 7-10:00-11:00 AM 7-10:00 AM	<p><u>UNIT 14: Religion</u></p> <ul style="list-style-type: none"> • Types of religious institutions • Social change and religion • Religion in the United States today <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • What are the three basic elements of religion? • How has religion helped to bring about social change? • What are the differences between churches, sects, and cults? • How would you describe the current trends in mainline American churches? 	<ul style="list-style-type: none"> • Take notes • Compare and contrast 	<ul style="list-style-type: none"> • Class participation • Group presentation • Article critique • Quizzes
7-10:00 AM	<p><u>UNIT 15: Health and Healthcare</u></p> <ul style="list-style-type: none"> • Social patterns of disease • Social dimensions of major health problems (hunger, smoking, AIDS) • Development of the health care industry • Major problems of the US health care system • Solutions to the high cost of health care <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • What is the difference between disease, illness, and sickness? • Why has the incidence of hunger increased? • How did AIDS become an epidemic in the United States? • How did medicalization involve a redefinition of social issues? 	<ul style="list-style-type: none"> • Take notes • Compare and contrast 	<ul style="list-style-type: none"> • Essay • Class participation • Article critique • Group presentation • Final examination