

\* **Subject Area:** Elective

\* **Category:** History / Social Science

\* **Grade Level  
for which this  
course has been  
designed:**

9  10  11  12

\* **Unit Value:** 0.5 (half year or semester equiv.)

\* **Is this course classified as a Career Technical Education:** No

#### \* **Brief Course Description**

Introduction to Sociology is a social science course designed to introduce students to the basic concepts of the intercultural discipline of sociology. Emphasis will be given to the following special areas: culture, socialization, social stratification and the five institutions, including family, politics, economics, religion, and education. Examples of other topics include: demography, deviance, technology, environment social issues, social change and social organization.

#### **Pre-Requisites**

Grade of C or higher in prior social studies - Recommended

#### **Co-Requisites**

**Context for Course  
(optional)**

**History of Course Development  
(optional)**

**Textbooks**

**TEXTBOOK 1**

\* **Title:** Sociology

\* **Edition:** 8th

\*  
**Publication  
Date:** 2000

\*  
**Publisher:** Prentice Hall

\*  
**Author(s):** Sociology

**URL  
Resource:**

\* **Usage:** Primary Text

Read in entirety or near entirety

**Supplemental Instructional Materials**

- Worth Sociological Lives and Ideas; © 2000
- Roxbury Sociology: Contours of Society; © 1998

**\* Course Purpose**

Students in grades eleven or twelve pursue an understanding of the development and basic features of major societies and intercultural discipline of sociology including culture, socialization, social stratification and the five institutions, including family, politics, economics, religion, and education.

Students will:

\*study the fundamental concepts and modes of analysis employed by the

sociologist when studying social interaction and human behavior.

\*examine the historic and contemporary ideas that have shaped our social systems.

\*examination the nature and principles of individual and group behavior and the methodologies used to define sociological principals.

\*be encouraged to develop an openness to a variety of cultures and perspectives.

\*learn to analyze and evaluate

### \* Course Outline

Students will be expected to read the complete text, or near complete text, reading and responding to questions and projects as they are provided in section, chapter, and unit reviews. In addition, students will read from a variety of contemporary publications that support or refute ideas as presented in the text. Various web-based reading and research assignments will be given. Topics will

- Include experiences that provide for the study of culture and cultural diversity.
- Include experiences that provide for the study of the ways human beings view themselves in and over time.
- Include experiences that provide for the study of people, places, and environments.
- Include experiences that provide for the study of individual development and identity.
- Include experiences that provide for the study of interactions among individuals, groups, and institutions.
- Include experiences that provide for the study of how people create and change structures of power, authority, and governance.
- Include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services
- Include experiences that provide for the study of relationships among science, technology, and society.
- Include experiences that provide for the study of global connections and interdependence.
- Include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

### \* Writing Assignments

Students will be expected to read and respond to the text on a regular basis, answering content and analysis questions as presented in chapter and unit reviews. In addition, students will research and write an analysis of 500 words or more on various topics which might include, but not be limited to how a specific people group created and changed structures of power, authority, and governance; how a people group organized for the production, distribution, and consumption of goods and services, or how contemporary relationships among science, technology, religion, and politics shape our national society.

### \* Key Assignments

Key assignments will include but not be limited to regular reflective reading of the text and response to short answer and essay questions in each chapter and unit. Quizzes will be given on each chapter and comprehensive tests on units, midterm and at the end of the course. Assignments outside the text will include internet and original document research on the origins, characteristics, and development of different sociological systems, with emphasis on the five institutions, including family, politics, economics, religion, and education.

### \* Instructional Methods and/or Strategies

Student will use the text as a primary resource, as well as selected literature and other primary sources. Lecture, group projects, individual and group research, oral and written presentation will be used to reinforce learning. Students will summarize each unit and answer questions about each unit, and respond to critical thinking challenges. Students will write well-developed essays that indicate mastery of topics/concepts and to demonstrate college preparatory writing ability. Student will meet weekly with Personalized Learning Teacher/Highly Qualified Teacher to discuss material covered in the course, review work and to take tests, which include comprehensive midterm/final

### \* Assessment Methods and/or Tools

- Attendance at Resource Center Class twice weekly OR weekly review of work by Personalized Learning Teacher/Highly Qualified Teacher
- Written assignments evaluated by provided writing rubrics
- Oral presentations
- Discussions: classroom participation and small group work. If not enrolled in Resource Center class then weekly discussions with Personalized Learning

Teacher/Highly Qualified Teacher.

- Weekly homework assignments
- Chapter/Unit tests
- Comprehensive midterm/final

Assessment tools may also include the following:

- Participation in weekly lab activity with graded lab manual (science courses)
- Student demonstrations
- Student work samples
- Research Projects
- Projects: Power Point Presentation, brochures, community service, etc.

Exams, homework assignments, discussions, oral presentations, and writing assignments are used to assess student progress. Exams for each unit consist of short essay format or extensive essay. Essays emphasize critical thinking skills and demonstrate analysis and synthesis of ideas. All work is corrected by the course instructor and/or Personalized Learning Teacher/Highly Qualified Teacher. Feedback is provided on all written work with student revision and rewrite completed when appropriate.

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