



## Santa Rosa City Schools Course Proposal

**Proposal Submitted By (School):**

Jerry Deakins, Beth Cuniberti , Amy Wiese - Maria Carrillo High School

**Course Title & Course ID (Only if it is a revision or title change to a current course):**

Sociology (Semester)

In the needs statement below indicate if the course is a:	Answer Below:
Addition, Revision, Deletion, Pilot, or Title Change? (Pick one)	Revision: Sociology is being reintroduced to student course catalog
What year will the course be initially offered?	2023 - 2024
What prerequisite, if any, are there for this course and how does the course fit into continuous improvement at your school site?	Student be a current 11th or 12th grader

**Needs Statement:** Discuss how this course fits into your Site and/or the District's goals. Attach minutes of meetings where this course was approved.

This course would further provide students with an in depth examination of human development, behavior, and expand student understanding of societal norms, mores, challenges, and conflict resolution. In addition, the semester General Sociology course allows students to complement their understanding with a semester examination of Sociology to better understand the dynamics of human development and a greater impact on society. The addition of this course will allow more student choice when completing the A-G graduation requirement as well as better prepare SRCS students for the societal dynamics both college and the work world will present.

[Social Science Department Meeting Notes](#)  
[Advisory Council Meeting Notes](#)

**Graduation Requirements:** Specify which requirement is met.(High School only)

Elective Credit

**UC a-g Requirements: Specify which requirement is met. (High School only)**

G - Elective

**Explain the rationale for course addition or modification**

Reintroducing Sociology and transitioning General Psychology from a year long course into a half year course allows Maria Carrillo High School to offer a wider spectrum of the Social Sciences. Students will gain a better understanding about the self, the collective consciousness, and the workings of human behavior. Specifically, the course will allow students to connect knowledge gained to be interlaced with an investigation into how the field of psychology relates to the dynamics of society. Maria Carrillo High School will be able to offer a holistic course, with connection to Sociology, that allows for student curiosity, inquisition, and real world connectivity.

**Explain the measurable learning outcomes**

Students will demonstrate analytical and literacy skills essential to the history and social science discipline.

Students will engage in a range of skills to demonstrate their understanding of the National High School Sociology Standards and those reflected by the American Sociology Association, in addition students will exhibit fluency in the Framework for Social Studies State Standards. Specifically students will work within the four domains:

1. The Sociological Perspective and Methods of Inquiry
  - a. By examining social constructions of reality and the impact of social context on human behavior, students begin to develop a sociological perspective, or sociological imagination.
  - b. Students will become familiar with the major theoretical perspectives—functionalism, conflict theory, and symbolic interactionism—and learn to apply them in order to better understand social behavior and its consequences.
  - c. Students will learn about methods of sociological research and advance their analytic skills by recognizing strengths and weaknesses of each theoretical and methodological approach.
2. Social Structure: Culture, Institutions, and Society
  - a. Students will learn how to deconstruct and evaluate culture and social structure through social institutions, individual roles and statuses, and the process of change, considering multiple levels of analysis—global, societal, local and individual.
  - b. Students will also examine both culture and structure as human creations that carry on from generation to generation.
3. Social Relationships: Self, Groups, and Socialization
  - a. Students will examine how groups socialize the individuals within them. They will understand that not only does society influence groups and individuals, but also that groups and individuals influence society in a reciprocal fashion.
  - b. When students understand the external forces that shape their life chances,

they are better able to be critical thinkers and problem solvers and take effective and informed action as individuals.

4. Stratification and Inequality

- a. This domain encourages students to evaluate systems of stratification and how socialization and group memberships affect individuals' social status.
- b. They will learn about factors that produce opportunities and advantages for some and disadvantages for others.
- c. With this understanding, students can analyze and consider potential responses to social issues on individual, local, societal and global scales.

**Course Description (To be used in the course catalog)**

**Sociology**

Sociology is an introduction to the discipline for Juniors and Seniors. Sociology focuses on the understanding of human social behavior, including: social interaction, social organization, social institutions and social change. Students will become acquainted with the basic tenets and vocabulary used in the study of the individual as a group member. The course underscores the importance of examining society with a critical eye and questioning assumptions, stereotypes and generalizations that underlie conventional social interactions and beliefs about the world. The course will place a strong emphasis on intercultural understanding. This is developed as a semester course complemented by Psychology. This course meets the subject area "g" requirement for the UC/CSU approved course list.

**Detailed Course Design**

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

**Sociology Objectives**

Introduce sociological principles for development as students make the transition from adolescence into adulthood. Adolescence is a time when young people begin exploring their place in the world, testing a variety of identities, and imagining their futures. Because sociology is the study of society, it can help adolescents understand their own world and the world of adults as they begin to plan for their future educational plans and occupational choices. Students' understanding of the social world increases their motivation, and interest in studying it scientifically will create individual and societal benefits. By emphasizing the use of scientific evidence to investigate, quantify and interpret phenomena that occur in the social world, sociology reinforces the primary principles of scientific inquiry and relies on observation, logic, data and analysis, and presents opportunities to develop skills and tools that are useful in the acquisition of knowledge.

Sociology is concerned with topics of particular interest to adolescents, such as peer groups, marital formation, deviance, inequality, and substance abuse. These topics are also developmentally relevant to young adults as they transition from their families and high school into the freedom and responsibilities of college life and the labor force.

This course provides extensive coverage of the content standards developed by the American Sociological Association of National Standards for High School Sociology (ASA) in association with the Framework for Social Studies State Standards.

### **Unit 1: The Sociological Perspective & Research Methods**

The unit introduces the discipline of sociology, as well as the questions it asks and theories it has generated, about society that differentiate it from other social sciences. Central focus of the unit will be placed on social interaction and relationships, social contexts, social structure, social change, the significance of diversity and human variation, and the critical, questioning character of sociology. It also explores what sociologists do. The unit will be used to show the value and relevance of sociology in our lives.

In addition, students will learn about the empirical method of sociological research. It will focus on how sociologists apply the scientific method to test theories. Students will learn about qualitative and quantitative methods of research, including surveys, interviews, participant observation, content analysis, and historical and comparative research. Students will study how sociologists test alternative explanations of social behavior through systematic analysis.

#### **Sample Assignment**

For the summative assessment for this unit students will apply the major sociological perspectives to the Stanford Prison Experiment. The Stanford Prison Experiment, a seminal study from social psychology. Students will apply the two sociological perspectives they feel best explain the outcome of the experiment. Students will use evidence from the experiment and the language of the theories to justify their arguments in a written assessment.

### **Unit 2 Culture and Socialization**

This unit will build on students' prior knowledge of culture and combine it with socialization. The unit will look at the role of culture in a society, in terms of the creation of values, norms, similarities and variations. As we examine culture and its components we will study the primary agents of socialization and why they are influential. Students will learn sociological theories about the socialization process to understand the process of learning to become a member of the groups and society in which one lives, and as one way that societies continue and adapt through time. We will also examine theories on nature versus nurture.

#### **Sample Assignment**

Students will examine their own experience with socialization through the lens of the looking-glass self, first coined by Charles Cooley, to get a feel for how one's self or social identity is dependent on one's appearance to others. They will apply Mead's theory to their socialization process and present in a small group how their identity has been shaped. They will determine the biggest agent of their own socialization including: family, faith, mass media, education or something else.

### **Unit 3 Social Organization (Structure, Social Interaction and Social Institutions)**

Students will study the forms and processes that allow human societies to organize to meet common needs and regulate behavior. Social structure is an organized pattern of behavior that governs people's relationships. The unit will focus on the main components of social structure including status and roles and how they play out in society.

#### **Sample Assignment**

In the Cultural Dig, students will bring in what they consider a significant artifact that reveals something about our society. This can be anything ranging from toys, games, music, money, photos, books, etc. Students will answer a series of questions about their artifact to display their understanding of its significance. In small groups, students will discuss the items' meaning, purpose and utility. They will tie them to social institutions that correspond such as sports, religion, education, family, government. Students will then determine which items they feel capture the essence of "American culture."

### **Unit 4 Social Inequalities and Social Change**

This unit explores how rewards and opportunities are distributed to individuals and groups. Patterns of inequality related to social class, race and ethnicity, and gender will be featured. Students will learn how sociologists define social stratification, and the implications of stratification on an individuals' access to resources and opportunities that are connected to larger patterns of power and privilege. A key aspect of the study of social stratification is an understanding of how these patterns of inequality are maintained and challenged. Students will be exposed to various processes that lead to change. Urbanization, globalization, social movements, demographic shifts, and diffusion are some of the processes and themes discussed. Students will gain an introductory understanding to theories of social change and learn the complexity of explanations of social change.

#### **Sample Assignment**

Students research how poverty is defined and measured as well as patterns of poverty. Students will explore different rates of poverty in Sonoma county. Students will compare the poverty rates of two Northern California counties. Students will then assess what factors contribute to differing levels of poverty in the counties analyzed. Students will use concepts related to social inequalities and stratification learned in the unit.

### **Unit 5 Deviance and Social Control**

Students will learn why some behaviors are seen as deviant, eliciting a strong negative reaction from others. Learners will understand the socially constructed nature of deviance as evidenced by how the definition of the same act as deviant or not varies by time and place. Students will understand the social context of deviance, the hidden assumptions held by our society, and the relationship between deviance, social control, and the criminal justice system. Learners will be able to identify processes by which individuals are labeled as deviant or conforming such as stigmatization.

#### **Sample Assignment**

Students will analyze trends in violent crime in the United States using the Department of Justice's violent crime statistics database. This site will be used to define violent crime, note trends in violent crime, what questions these trends evoke, and how they might proceed to understand the criminal justice systems work with social control. They will research and then take part in a gallery walk of their findings regarding crime and arrest rates, looking at race, ethnicity, gender, socioeconomic status, and age. Students will be able to explain the sources of deviance and ways society has developed to control those who are considered deviant as well as explore the key approaches to controlling crime and managing deviance and social control.

--

**Budget**

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)		
Instructional Material Supplies per student (textbooks, software, etc.)		
Services (training, equipment maintenance, contracts, etc.)		
Capital Outlay (remodeling, technology, etc.)		
<b>Total Projected Costs</b>		

**Instructional Materials:** Teacher will pilot a textbook next year and adopt for 2023-2024: Only one of the below titles will need to be purchased.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Textbook	McGraw Hill	Sociology and You	9780076641383	Shepard Greene	2014	35 (Need)
Textbook	Pearson	Sociology: A Down to Earth Approach	9780135183557	Henslin	2020	35 (Need)

**Funding Source(s) for Costs and Instructional Materials**







Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	
Department Funds	
Other (be specific)	

## Appendix of Additional Documents











\* Required additional documents include meeting minutes where the course was discussed and approved



District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
	Ridgway High School	Approved
	MCHS	Approved
	EAHS	Approved EA
	MHS	Approved A.P.
	PHS	Approved
	SRHS	Approved

District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
	Piner	Approved 
	Elsie Allen	Approved 
	Montgomery	Approved 
	Ridgway High School	Approved
	SRHS	Approved 
	Maria Carrillo HS	Approved 