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## COURSE DESCRIPTION

Sociology is the study of human behavior and groups in society. The study of sociology helps answer the questions we have about our relationships with others. Sociology will help the student understand the issues and problems we face in our society today. A wide range of topics will include the issues of suicide, crime, poverty, divorce, spouse and child abuse, gender and racial inequality, and the forces of social change. These issues, along with an emphasis on the socialization process and attention to the increasingly multi-cultural, multi-ethnic nature of our society will be analyzed.

This course incorporates frequent discussions based on controversial topics to enhance critical thinking skills. The sociology curriculum is activity oriented. Sociology will have an emphasis on human relations skills, critical thinking skills, problem solving and decision-making, and written and verbal communication.

Alignment to the Iowa Core in Behavioral Sciences 11-12: Understand the historical development of the behavioral science and the changing nature of society.

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## COURSE STANDARDS

Iowa Core—Literacy Standards for History/Social Studies

(<https://www.educateiowa.gov/documents/iowa-core/2014/06/iowa-core-literacy-doc>)

Iowa Core—Essential Skills and Concepts for Social Studies

(<https://www.educateiowa.gov/pk-12/iowa-core/iowa-core-social-studies>)

DCSC Standards Met:

Academic Standard 1: The student will evaluate the impact of culture and cultural diversity.

1.1—Evaluate the impact of similarities and differences among various cultures on the future of the United States and the world.

1.2—Analyze the interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns between cultures.

1.3—Assess the various ways that groups, societies, and cultures address human needs and concerns.

Academic Standard 2: The student will use historical perspective and habits of thinking to analyze how humans view themselves in and over time.

2.2--Analyze an issue using both historical and contemporary viewpoints.

2.3--Analyze patterns of historical change and continuity.

Academic Standard 4: The student will analyze the interactions between groups, institutions, individual human development, and personal identity.

4.1--Analyze how biological and social factors shape the development of a sense of self.

4.2--Analyze the interactions of ethnic, national, or cultural influences on an individual.

Academic Standard 5: The student will analyze the interactions among individuals, groups, and institutions and their impact on society.

5.1--Analyze how roles, status, and social class affect interactions of individuals, groups, and institutions in society.

5.2--Using social theory, analyze group and institutional influences on people, events, and culture over time.

5.3-- Evaluate situations in which conflict occurs between individuals' beliefs and institutional norms.

5.4—Evaluate the role of institutions within society and how they adapt to meet the needs of individuals and groups.

Academic Standard 6: The student will explain how people create and change structures of power, authority, and government.

6.1-- Evaluate issues involving the rights, roles, and status of the individual in relation to the general welfare and differing conceptions of a just society.

6.4-- Evaluate conditions and motivations that lead to cooperation and conflict among groups and nations.

Academic Standard 8: The student will analyze the relationship between science, technology, and society

8.1--Compare and contrast the various cultural interactions of science, technology, and society over time.

8.2-- Evaluate the relationship between science and technology and core values and beliefs.

8.3-- Evaluate the ethical standards of policies that deal with social change resulting from new technologies.

Academic Standard 9: The student will evaluate the impact of globalization and

9.1-- Compare and contrast the positive and negative aspects of global interdependence for the United States and people of the world.

9.5-- Analyze conditions and motivations that contribute to conflict, cooperation, and Interdependence among groups.

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## ASSESSMENTS

Formative—these assessments are considered practice and will not count in your grade. Formative assessments will include signal quizzes, class discussions, and class activities.

Quizzes—this assessment type is considered summative and will count in the grade. Quizzes will be administered at the end of a chapter and through the class Moodle site. Students will be given two attempts on the same quiz (which will be a 20 question multiple choice assessment based on book content) and the average of the two quizzes will result in the recorded score.

Online Discussion Forum—this assessment will be used through Moodle and will be graded based on the rubric provided on the site. Questions will concern controversial topics connected to the class content.

Fishbowl Discussions—this assessment will be used approximately once a unit. These are graded large group discussions used to demonstrate application of the content material and skills applicable to sociology.

Unit Exam—this assessment is a summative, multi-part exam meant to demonstrate knowledge of the content as well as application sociological thinking. Each exam will include content multiple choice and an application-based multiple choice.

Unit Project—this assessment is a summative assessment in which students will demonstrate knowledge of sociological content through an application-based project. Students will be allowed to choose from a variety of options and can work with a partner if one chooses. This assignment also has a two part grading, one part focused on the ability to apply and analyze sociological information and the second part based on the Learning Skills and Work Habits rubric.

Sociological Imagination Inquiry Project—this assessment will be completed in class and will be a summative assessment requiring you to demonstrate all of your skills acquired during this semester course.

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## CONTENT

Unit 1: Culture and Social Structure

Text Reading: Chapters 1-3

Unit Focus Question: Should we study Sociology?

Essential Questions:

- Why should sociology be studied and what is the impact of the field?
- Why is developing a sociological imagination important in the study of sociology?
- How can society be viewed through various theoretical perspectives?
- What effects does culture have on human behavior and interactions?

- How does social structure affect how we interact with each other?

#### Unit 2: Individual in Society

Text Reading: Chapters 4-5, 7

Unit Focus Question: Are people products of their society?

Essential Questions:

- How do rules and norms affect the forming of roles and groups?
- How do the agents of socialization impact the formation of an individual and the groups they belong?
- How and why is adolescence a period of development and how does it compare to the periods of childhood and adulthood?
- What defines deviance and why does it exist in society?
- What are the effects of deviance on the individual and society?

#### Unit 3: Social Inequality

Text Reading: Chapters 8-10

Unit Focus Question: Does social inequality have an impact on society?

Essential Questions:

- What is the impact of the class system and poverty in our society?
- How do gender, race, and ethnicity impact social structure?
- What roles do gender, race, and ethnicity play in our behavior and interactions with each other?

#### Unit 4: Social Institutions

Text Reading: Chapters 11, 13-15

Unit Focus Question: Does a society need organized social institutions to survive?

Essential Questions:

- How does family connect to the overall societal structure?
- How has family changed and continued over the course of time?
- Should family related concerns be addressed at the micro or the macro level?
- How do the institutions of education and religion affect our culture and personal interactions?
- How have the institutions of education and religion changed and continued over the course of time?
- How has mass media impacted the social structure of society?
- How has mass media impacted individual development and interactions within and among groups in society?
- What role does collective behavior play in how we interact with one another?
- How and why do people act differently in groups?

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## INSTRUCTIONAL STRATEGIES

- Cornell Notes—reading guide to be used with the text reading. It is an outline format based on the expectations of Cornell University.
- Discussion Notes—a reading guide used to prepare for in class fishbowl discussions. These are graded large group discussions which focus on the content and the historical thinking skills.
- Discussion Web—reading guide for primary source documents and secondary historical interpretation in which students will find evidence for both sides of an argument. A discussion will follow in class where students can use the evidence to defend their point of view.
- KOI (Knowledge-Observation-Interpretation)—video viewing guide used with movie/documentary clips ranging from 20 minutes to a class period in length. The K box is filled out as homework the night before using a background reading to supply previous knowledge. The O and I boxes are completed in class while watching and after watching the video clip.
- Philosophical chairs—discussion strategy following the use of a discussion web or DBQ packet. Students will be asked to pick a side of an argument or stay on the fence. Students are expected to defend their position using evidence or create questions if on the fence. The goal is to create an historical argument as well as convince those on the fence to take a side.
- Save the Last Word (STLW)—a reading strategy and discussion technique in one. Students will read a selection with a question in mind. While reading, record quotes which relate to the question and a comment regarding your thoughts of that particular quote. In class students will take turns supplying quotes and discuss the relevance to the question posed.
- Structured Academic Controversy (SAC)—a reading and discussion strategy focused on historical interpretation and argumentation. Students will be assigned a side of an argument and will read documents looking for evidence pertaining to their side. In class students will be placed in groups of four, with 2 side-A members and 2 side-B members. In a structured discussion format each side will present their evidence and will end with an open discussion where they must reach a consensus on the argument.
- Weighing Evidence—discussion strategy following the use of a discussion web. Students will work in groups to evaluate each piece of evidence and place it on a scale representing two ends of an argument. Groups will have to defend their placement of the document on the scale.

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## RESOURCES

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### TEXT AND READINGS

Thomas, W. LaVerne. *Sociology: The Study of Human Relationships*. Austin: Holt McDougal, 2010.

Supplemental texts/readings:

*Taking Sides series*. New York: McGraw Hill, 2008-present.

Time magazine—various articles

Newsweek magazine—various articles

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### WEBSITES

Canvas: [canvas.instructure.com](http://canvas.instructure.com)

Holt textbook: <http://my.hrw.com> (username: ssociology1 password: gorams)

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**EXPECTATIONS**

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**STANDARD BEHAVIORS FOR CLASS AND LIFE**

Choose your friends wisely—in your seating and in group work pick people who will help you be successful and not lead you into dishonorable and disrespectful behaviors.

Choose the right path—think before you act

Be patient and kind—respect others opinions and background as well as your own

Take responsibility—if you mess up, stand up to it. Don't blame others or make excuses

Turn wounds into wisdom—learn from the mistakes and change the behavior

These all require mature behavior. It is expected you will act mature at all times.

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**ATTENDANCE**

Being in class is important. In missing class you miss discussions, explanation, and guidance. Success in this course is built on being here.

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**MAKEUP WORK**

When absent, deadlines for missed work will be negotiated with me. It is expected you will make up the work by the deadline arranged. If absences will be extended please contact me for your work.

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**PUNCTUALITY**

You are expected to be on time to class every day. Instructions and goals for the day are announced at the beginning and if you come in late you miss that critical information. If you do arrive late, please put your pass on the podium and take seat. No not interrupt the class. With every tardy you will also receive a 15 minute detention to be served before 7:35 or after 2:20 in my classroom.

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**PARTICIPATION**

It is expected you will be an active participant in the classroom. Participation needs to be respectful and appropriate to the classroom. Participating in class provides you with feedback and clarification of ideas. Discussions in classroom should be balanced with no one person dominating the conversation. Points contributed in discussions offer an opportunity to build and expand, not compete to out voice another person.

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**INDEPENDENT HOMEWORK**

You are expected to complete all independent homework assignments by the due date. Independent work provides evidence of learning and progress toward learning goals. Independent work will be check daily for completion and accuracy. Students providing insufficient work will received a minus and given an incomplete for that work. Students will be given an opportunity to receive credit for incomplete work if they complete the work thoroughly and meet with me during an arranged time to review and discuss the work. If you miss the meeting, credit will not be given.

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**SEMESTER/FINAL EXAMS**

Students are expected to attend scheduled semester and final exams. NO exemptions will be permitted. Semester and Final exams are designed to provide information to be used in making judgments about a

student’s achievement at the end of a sequence of instruction. It is necessary students take the exams so sufficient evidence can be collected and assessment of student proficiency can be determined.

GRADING

Grades will be calculated based on points. All graded assessments are converted to a 5-point scale to demonstrate achievement level within the categories of content knowledge, application of sociological skills, and learning skills and work habits. Each will included a variety of the following assessment options: quizzes, multiple choice exams, projects, labs, student-led Socratic seminar, and online discussion forum.

Each assignment will be graded on a 5 point scale with 5 equating to an A and 1 equates to an F. There will be no zeros given. If you fail to turn in an assignment you will receive a 1 with a missing notation. Students are allowed to complete up to 4 missing graded assignments per semester for full credit. To do this, you must complete the work, set up a meeting with me (before or after school), and fill out a Missing Assignment Analysis. Students who have missing work in PowerSchool will not be eligible to complete test corrections on unit exams. If a student misses and makes up the four assignments, any missing assignments thereafter will be automatically assigned an F as a grade.

GRADING SCALE AND CONVERSION

100-90 A range	100-90	5/A
89-70 B range	89-80	4/B
69-50 C range	79-70	3/C
49-30 D range	69-60	2/D
29-0 F range	59-0	1/F

\*\*Grades are not rounded up at the end of the semester. Grades are based on a running total for the semester. **Extra Credit is not offered in this class.**

COMMUNICATION

Office Hours: 7:00—7:35 and 2:20—2:30

Schedule:

- 1<sup>st</sup> Period—Prep
- 2<sup>nd</sup> Period—Sociology
- 3<sup>rd</sup> Period—Sociology
- 4<sup>th</sup> Period—AP US History
- 5<sup>th</sup> Period—Sociology
- 6<sup>th</sup> Period—AP US History
- 7<sup>th</sup> Period—AP US History

Canvas: [canvas.instructure.com](https://canvas.instructure.com)

Twitter: @WeilandSoc

Remind 101: to 81010 with message @socweiland

Power School: <https://ps-dubuque.gwaea.org/public/>

Email: [kweiland@dbqschools.org](mailto:kweiland@dbqschools.org)

Phone: 563-552-5645