

Sociology

2022-2023

Faith High School

Mrs. Fischbach

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Life is social whenever we interact with others. Over time, patterns of interaction become embedded in the structure of society. Sociologists investigate and seek to understand the structure of groups, organizations, and societies and how people interact within these contexts.

During the course of the semester, we may cover the following areas:

- 1) Sociology (Ch1-2)
 - a. Invitation/Introduction
 - b. Research Methods
- 2) Culture & Social Structures (Ch3-7)
 - a. Culture & Socialization
 - b. Social Structure & Society
 - c. Groups & Formal Organizations
 - d. Deviance & Social Control
- 3) Social Inequality (Ch8-10)
 - a. Social Stratification
 - b. Inequalities of Race & Ethnicity
 - c. Inequalities of Gender & Age
- 4) Social Institutions (Ch11-14)
 - a. Family
 - b. Education
 - c. Political & Economic Inst.
 - d. Religion
- 5) Social Change (Ch15-16)
 - a. Population & Urbanization
 - b. Social Change & Collective Behavior

Faith Grading Scale

A+→100-98%
A→96-97%
A-→94-95%
B+→93-92%
B→89-91%
B-→87-88%
C+→84-86%
C→80-83-%
C-→77-79%
D+→75-76%
D→73-74%
D-→72-70%
F→69% & below

Sociology Textbook:

Shepard, Jon. *Sociology and You*. Bothell, WA: McGraw Hill Education. 2014.

Class Behavior:

Learning can be fun and exciting if students behave and act appropriately. Therefore, it is expected that all students will behave and act accordingly. Listed below is the classroom discipline plan that will be followed in the classroom.

1. Follow Directions
2. Keep hands, feet and objects to yourself
3. Be in seat with all materials when bell rings
4. No teasing, swearing, or obscene gestures
5. No severe behavior

Grading/Assessment Methods:

Everyone learns differently! For example, some students might prefer to do projects over tests while others would rather take a test than spend time on a project. Therefore, there will be a variety of ways to evaluate your work. This may be accomplished through daily discussion/participation, daily assignments, quizzes, chapter/unit tests, projects/presentations, and a final exam.

Assignments:

Organization is a key to being a successful student! It is expected that all assignments and projects will be handed in on time. Assignments are due at the beginning of the class period. If homework is handed in after the assignment is collected, it will be considered one day late. If homework is handed in late, you may lose up to one letter grade for each day it is late. The week's itinerary will be written out each Monday. Lesson plans, posted on my website, will be updated for each chapter/unit.

Cumulative Semester Exam:

In order to gauge information learned during the semester, a cumulative semester exam will be given at the end of each semester.

Class Projects & Experiences

Class projects and experiences are a fun way to learn class material. This allows you to have hands on experience with information being discussed. These projects are graded on a separate basis and may be equal to or count more in value than an exam.

Website/Technology

I have a website you may check out. This site will have the history lesson plans for the current unit. You will be able to find out what you are doing the next day in class and when you are having a test or a quiz. You can find cool links and maybe even some extra credit opportunities! The address is www.mrsfischbach.weebly.com. Check it out!

Technology utilized in my classroom includes Google Classroom. The class code is **uuarib7** and will be also given to students at the beginning of the course.

Lesson Plans are on Planbook.com. You will need to choose **Log In/Register**, type in my email (deanna.fischbach@k12.sd.us) & the student key: Fischbach.

Technology (Student Use)

Technology can be a fundamental tool in the education process if it is utilized appropriately and as intended. Technology will be an integral part of my classroom. Misuse of technology in my classroom may result in sanctions.

Email Address

You can email me anytime with questions or concerns. I will get back to you as soon as possible. My email address is deanna.fischbach@k12.sd.us.

Extra Credit:

Extra credit will be available throughout each semester. Please keep in mind that some extra credit will not be added to your grade until the end of each quarter.

Bonus Question of the Week: This is a weekly extra credit opportunity. At the beginning of each week, a question will be posted on the board. Answers are to be turned in by the end of the week. If correct, one extra credit point will be awarded. The correct answer will be given the following week. If you bring in a question (with the correct answer), and it is used in class, you will be awarded two points for that week.

ASA HS Sociology Standards (2015)

[https://www.asanet.org/sites/default/files/savvy/ASA%20HS%20Standards%20\(Final\).pdf](https://www.asanet.org/sites/default/files/savvy/ASA%20HS%20Standards%20(Final).pdf)

Domain 1: The Sociological Perspective & Methods of Inquiry

1.1 Students will identify sociology as a scientific field of inquiry.

- 1.1.1 Scientific Method
- 1.1.2 Hypothesis
- 1.1.3 Independent & dependent variables
- 1.1.4 Scientific study of society

1.2 Students will compare & contrast the sociological perspective & how it differs from other social sciences

- 1.2.1 Impact of social context on human behavior
- 1.2.2 Social construction of reality
- 1.2.3 Sociological imagination

1.3 Students will evaluate the strengths & weaknesses of the major methods of sociological research

- 1.3.1 Surveys & interviews
- 1.3.2 Experiments
- 1.3.3 Observations
- 1.3.4 Content analysis
- 1.3.5 Research ethics

1.4 Students will identify, differentiate among, & apply a variety of sociological theories

- 1.4.1 Functionalist perspective
- 1.4.2 Conflict theory
- 1.4.3 Symbolic interaction

Domain 2: Social Structure: Culture, Institutions, & Society

2.1 Students will describe the components of culture

- 2.1.1 Nonmaterial culture, including norms & values
- 2.1.2 Material culture
- 2.1.3 Subcultures

2.2 Students will analyze how culture influences individuals, including themselves

- 2.2.1 Ethnocentrism
- 2.2.2 Cultural relativity
- 2.2.3 Culture shock
- 2.2.4 American values

2.3 Students will evaluate important social institutions & how they respond to social needs

- 2.3.1 Social institutions such as: family, education, religion, economy, & government
- 2.3.2 Social statuses & roles

2.4 Students will assess how social institutions & cultures change & evolve

- 2.4.1 Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age

- 2.4.2 Countercultures
- 2.4.3 Social movements

Domain 3: Social Relationships: Self, Groups & Socialization

3.1 Students will describe the process of socialization across the life course

- 3.1.1 Primary agents of socialization: family, peers, media, schools, & religion
- 3.1.2 Deviance & conformity

3.2 Students will explain the process of the social construction of the self.

- 3.2.1 I & me
- 3.2.2 Role-taking
- 3.2.3 Generalized other
- 3.2.4 Identity

3.3 Students will examine the social construction of groups & their impact on the life chances of individuals

- 3.3.1 Reference Groups
- 3.3.2 Primary & secondary groups
- 3.3.3 In-groups and out-groups

Domain 4: Stratification & Inequality

4.1 Students will identify common patterns of social inequality

- 4.1.1 Privilege
- 4.1.2 Power
- 4.1.3 Racial & ethnic inequality
- 4.1.4 Class inequality
- 4.1.5 Gender inequality

4.2 Students will analyze the effects of social inequality on groups & individuals

- 4.2.1 Life chances
- 4.2.2 Social problems
- 4.2.3 Inter- and intra-group conflict

4.3 Students will explain the relationship between social institutions & inequality

- 4.3.1 Distribution of power through social institutions
- 4.3.2 Potential of institutions to produce, reinforce, or challenge inequalities

4.4 Students will assess responses to social inequality

- 4.4.1 Individual responses to inequality
- 4.4.2 Group responses to inequality such as social movements
- 4.4.3 Social policy responses to inequality