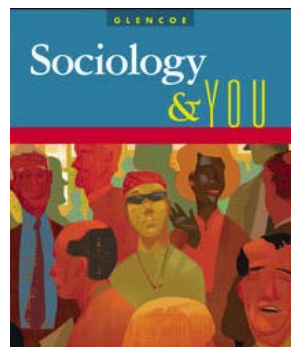




West High School  
966 Shawano Ave  
Green Bay, WI 54303  
920-492-2600

# Sociology



## INSTRUCTOR

Ms. Sylvester  
Rm 135

## DESCRIPTION

This course provides students with a comprehensive study of the basic concepts, principles and practices of sociology. Topics covered include: culture, family, deviance, social stratification, social interaction and group processes. Students earning an A or B in Sociology may receive advanced standing credit through NWTC (see counselor.) Test scores will comprise the majority of your grade in this class.

Sociological research aims at understanding human interaction/social groups. This research can be used by other professionals to resolve social problems or as a rationale for public policies. Sociological research methods are quantitative (scientific/systematic and measurable--"quantity") and qualitative (cross-disciplinary - not measurable, but descriptive - "quality.")

Students should remain objective and avoid personalizing research in attempt to contradict it - i.e. "That's not true! MY family wasn't like that!" Remember, sociological research uncovers patterns and trends....there are always "exceptions to the rule."

Text: Glencoe *Sociology and You*  
<http://glencoe.mcgraw-hill.com/sites/0078745195/>

## EXPECTATIONS

- ⊗ Be seated and ready to begin when the bell rings. Tardiness will result in detention.
- ⊗ Bring all materials with you EVERY DAY.
- ⊗ Respect the opinions and property of others.
- ⊗ If you cannot be kind, be civil. If you cannot be civil, be quiet.
- ⊗ ALL DISTRICT AND SCHOOL RULES APPLY IN THIS CLASSROOM. Gang colors and symbols, drug/alcohol references, or clothing with crude or inappropriate symbols/messages will not be tolerated.
- ⊗ Electronic communication devices are prohibited and will be confiscated. Consider this your "first warning."

## HOMEWORK AND TESTS

- ⊗ READ THE TEXT. Do all reading prior to class.
- ⊗ Tests will be administered at the conclusion of every chapter. Students who are chronically absent on test days may receive different tests. Section quizzes and vocabulary quizzes will be at the discretion of the teacher.
- ⊗ Per district policy, **make-up work and tests are due within two days of an EXCUSED absence** and one day for an UNEXCUSED absence. It is YOUR responsibility to acquire and make up missing work/tests.

The district recommended scale will be utilized:

A	93-100
B	85-92
C	77-84
D	70-76
F	69 and below



## STANDARDS AND BENCHMARKS

- SS-E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue
- SS-E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development
- SS-E.12.3 Compare and describe similarities and differences in the ways various cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos
- SS-E.12.4 Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples
- SS-E.12.5 Describe the ways cultural and social groups are defined and how they have changed over time
- SS-E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings
- SS-E.12.8 Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world
- SS-E.12.10 Describe a particular culture as an integrated whole and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors
- SS-E.12.11 Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices
- SS-E.12.12 Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled
- SS-E.12.13 Compare the ways in which a universal theme is expressed artistically in three different world cultures
- SS-E.12.15 Identify the skills needed to work effectively alone, in groups, and in institutions



## ESSENTIAL QUESTIONS

- \* How did sociology develop and why study it?
- \* How do theoretical perspectives provide a framework for studying sociology?
- \* What methods do sociologists employ in conducting social research?
- \* How can we use cultural components to explain the similarities and differences among societies?
- \* How do the agents of socialization affect human development and interaction?
- \* How does the social structure guide our interactions within small groups and entire societies?
- \* In what ways do people form groups and interact with others?
- \* What are the dimensions and theories concerning deviance, and how do societies attempt to prevent and punish deviants?
- \* How do the dimensions of stratification create social inequality?
- \* How do wealth, power, and prestige create social classes in America, and how can we describe those classes?
- \* How does social structure influence social mobility?
- \* How do sociologists attempt to explain inequality based on race, gender, and age?
- \* How do each of the following institutions -- family, education, government, and religion -- provide for the basic needs of society?
- \* How do functionalist and conflict perspectives attempt to explain the roles of the various social institutions?
- \* What are the trends involving family, divorce, schools, politics, religion, and sports in America?
- \* What factors cause or resist change in a society?
- \* How do sociologists differ in their views on social change?
- \* In what ways do people organize in order to achieve short- and long-term goals?

Month	Topics	Chapters	
SEPTEMBER	Methods, history, basic principles of Sociology; components of culture.	1, 2, 3	6 - Labor Day 10 - Early release (12:50) 29 - Late start
OCTOBER	Cultural diversity; cultural conformity and adaptation; socialization; social structure.	3, 4, 5	5 - End 1st grading period 15 - No school 28 & 29 - No school
NOVEMBER	Groups & formal organizations; deviance; social stratification.	6, 7, 8	3 - Late start 24 - End of 2nd grading period 25 & 26 - Thanksgiving
DECEMBER	Social stratification; gender, age, and health; collective behavior.	8, 10, 17	3 - Early release 23 - Jan. 2 - Winter break
JANUARY	Education; politics & economics; religion.	12, 13, 14	3 - Classes resume 5 - Late start 19, 20, 21 - Semester exams a.m., no school p.m.

