

**Jefferson County High School
Course Syllabus**

A. Course - *Sociology*

B. Department – Social Studies

C. Course Description Sociology is intended as a study of the behavior of humans acting in groups. The course of study includes the investigation into types and forms of groups, group motivation, social forces, and the impact of groups on society and individuals. Emphasis is placed on groups encountered by teens and young adults. The course is a good social studies elective for the college-bound student. Students are introduced to college level journal article analysis and critical thinking is emphasized.

D. Grade Term - 9 Weeks

E. Grading Scale

<u>Range</u>	<u>Honors/ Regular</u>
93-100 A	4.0
85-92 B	3.0
75-84 C	2.0
70-74 D	1.0

F. Term Dates

- a. 1st 9 Weeks August 5, 2016 – October 7, 2016
- b. 2nd 9 Weeks October 8, 2016 – December 16, 2016
- c. 3rd 9 Weeks January 5, 2017 – March 15, 2017
- d. 4th 9 Weeks March 16, 2017 – May 25, 2017

G. Textbook(s) – Thomas, W. LaVerne. *Sociology: The Study of Human Relationships*. Texas: Holt McDougal. 2010

H. Other Required Reading

- a. Assorted excerpts from various sociology studies.

I. Other Resources

- a. Odysseyware

J. Major Assignments

- a. **Journal Article Analysis** - This is an in-depth review of a journal article that involves review, data analysis, synthesis and critique.
- b. **Educational System Redesign by assigned country.** This involves design of a national educational system based on a proposed model by educational researcher Sugata Mitra. Students will design, present and advocate the proposed system.
- c. **Analysis of Social Critique in Popular Media**

K. Procedures for Parental Access to Instructional Materials

- a. Aspen Parent Portal
- b. Instructor's Website
- c. Email Instructor – ibraun@jcboe.net
- d. Parent Teacher Conference
 - a. There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

L. Standards & Objectives

2016.17 Sociology

Students will explore the ways sociologists view society, and also how they study the social world. In addition, students will examine culture, socialization, deviance and the structure and impact of institutions and organizations. Also, students will study selected social problems and how change impacts individuals and societies.

On-Going Standards	On-Going "I Can" Statements
Use various analytical tools to study psychology.	I can use various analytical tools to study Sociology. I can investigate and discover Sociological concepts and make connections that impact my life.
Use technology effectively and appropriately to enhance learning and develop 21st-century learners.	I can think in creative and innovative ways using technology to communicate and collaborate, research and solve problems appropriate manner to learn sociology.
Tennessee state standards	Student friendly "I can" statements
S.1 Describe the origins of Sociology.	I can explain important milestones in the development of sociology as a social science.
S.2 Compare similarities and differences between sociology and the other social sciences	I can't compare similarities and differences between sociology and other social sciences.
S.3 Identify the relationship between the study of sociology, society, and culture	I can describe points of contact between the study of sociology and society and culture.
S.4 Define and apply key concepts used in sociology to understand human society and interaction.	I can define it successfully use terms the key concepts that are associated with sociology or to understand and promote understanding of sociological concepts.
S.5 Differentiate among the various sociological perspectives or theories on social life through an examination of textual evidence and formulate a personal perspective.	I can analyze various sociological perspectives through textual writings of sociologists and develop a sociological perspective that I

S.6 Use research from informational text and primary sources to compare and contrast the various sociological research methods.

S.7 Identify and apply the elements of culture.

S.8 Use diverse formats and media to compare and contrast various cultures of the world.

S.9 Explain how the elements of culture form a whole culture.

S.10 Write an expository piece using appropriate textual evidence to describe the relationship between language and the transmission of culture.

S.11 Analyze the role that culture plays in determining personality.

S.12 Define and evaluate the theoretical perspectives of social interaction.

S.13 Explain the types of social interaction.

S.14 Distinguish status from role and pose solutions to role conflicts.

S.15 Describe how the social structure of a culture affects social interaction.

S.16 Distinguish between social groups and formal organizations.

S.17 Classify types of social groups that exist in society.

can apply to my life. I can do this through the use of informational text the primary sources.

I can examine and describe different sociological research methods.

I can recognize that cultural beliefs strongly influence the values and behavior of the people who grow up in the culture, often without their being fully aware of it, and that people have different responses to these influences.

I can write an expository piece using appropriate textual evidence to describe the relationship between language and the transmission of culture.

I can analyze the input of culture on group behavior and its application to individual personality.

I can explain different theoretical perspectives of social interaction.

I can describe various types of social interaction through description of group/individual interaction and group/group interaction.

I can define both role and status including similarities and differences. I can use the differences in order to suggest solutions to role conflicts.

I can describe various social structures within culture, including but not limited to: economics, religion, education, gender and ethnicity and analyze how those features affect group behavior.

I can know and understand the difference between formal organizations and institutions and informal social groupings.

S.18 Use research from informational texts and case studies to analyze group dynamics and assess its effects on group behavior.

S.19 Evaluate the nature of bureaucracies and write an opinion piece that defends or criticizes their use.

S.20 Define socialization.

S.21 Identify and describe the agents of socialization.

S.22 Describe how the process of socialization is culturally determined.

S.23 Examine informational text to evaluate various explanations for theoretical perspectives on socialization.

S.24 Explain how socialization is a lifelong process.

S.25 Evaluate the functions and roles of socializing agents.

S.26 Distinguish between conformity with and deviation from cultural norms.

S.27 Differentiate between various explanations or theories for deviant behavior.

S.28 Analyze various social control techniques.

I can assign classification of type II different social groups.

I can use informational text and case studies in both Journal and popular media in order to analyze group dynamics and generate a theory of group behavior from such input.

I can evaluate the nature of bureaucracies and write an opinion piece that defends or criticizes their use, such as the bureaucracy which created this specific standard, or the bureaucracies that put into place a program such as voter cross-check that is a way of disenfranchising legitimate voters.

I can define socialization.

I can identify and describe the various agents of socialization that exist within society.

I can evaluate cultural determination of socialization.

I can examine informational text to evaluate various explanations for theoretical perspectives on socialization.

I can posit a theory of why socialization is a long process and crosses many social groupings.

I can describe the functions and roles of agents would socialize people within society and to various institutions, with particular eye toward critique.

I can define conformity and deviation.

I can analyze case studies to develop a theory and explanation for deviant behavior

S.29 Classify types of crime.

S.30 Research evidence to write an opinion piece that evaluates the American criminal justice system's response to deviant behavior.

S.31 Determine how social institutions evolve.

S.32 Identify and evaluate the functions of social institutions.

S.33 Cite specific textual evidence from primary sources and informational text to evaluate the role and effectiveness of social institutions.

S.34 Assess the social integration of social institutions.

S.35 Describe major social problems and social issues.

S.36 Analyze causes and effects of social problems and issues.

S.37 Construct possible solutions to given social problems and offer one solution in a presentation that integrates multiple sources of information from diverse formats and media.

S.38 Describe the theoretical approaches used to study social change.

S.39 Analyze the differing points of view offered by sociologists to evaluate the causes and effects of social change.

I can analyze, through social theory, the various techniques of social control. This includes, but is not limited to institutionalization of economy and education.

I can classify various types of crime.

I can write an opinion piece that evaluates the American criminal justice system's response to deviant behavior.

I can analyze and predict how institutions will evolve given the social conditions in which they exist.

I can evaluate the function of a given social institution.

I can use informational text and primary sources to evaluate the role and effect of social institutions.

I can, through looking at popular economic solutions, describe how institutions are able to integrate into society.

I can list and describe the scope of social problems and issues which are likely to evolve into social problems.

I can analyze the causes of social issues and predict the likely effect or describe their current affect.

I can create a presentation and written and multimedia format which offers a possible solution to a current social issue or problem.

I can describe the theoretical approaches used to study social change.

I can contrast different sociological evaluations of causes and effects of social change.

S.40 Describe ways groups resist and accommodate change.

I can describe resistance and accommodation within social groups through the use of the categories of religion and polity.

