



Sociology

North Paulding High School

2019

Instructor: Shannon Ammons

Room: 1114

Email: sammons@paulding.k12.ga.us

Website: <http://www.paulding.k12.ga.us/Domain/2381>

Materials Needed: Notebook and pencil/pen. Students will be responsible for having materials every day or he/she is responsible for the work missed due to lack of materials.

Course Description/Rationale: Sociology is the scientific study of human social behavior. As the study of humans in their collective aspect, sociology is concerned with all group activities—economic, social, political, and religious. Sociologists study such areas as bureaucracy, community, deviant behavior, family, public opinion, social change, social mobility, social stratification, and such specific problems as crime, divorce, child abuse, and substance addiction.

Course Objectives: Students should be able to:

- define key terms and use them in their everyday vocabulary
- compare and contrast major theories in sociology
- devise simple research projects, interpret and generalize from results, and evaluate the validity of the data
- apply sociological concepts to their own lives; can recognize sociological principles in everyday situations
- learn about the ethical standards sociologists maintain
- be sensitive in applying sociology principles to themselves and other people

Methodology: The variety of methods used in sociology is designed to involve students actively in the learning process and to promote both their intellectual and psychological development. These include lectures, class discussions, class experiments and demonstrations, working in groups, case study analyses, and audiovisual presentations.

Class Expectations: Students are expected to:

1. respect themselves and others.
2. be responsible for their actions.
3. take an active role in class discussions.
4. maintain a positive attitude.
5. be prepared for class. (pen, paper, assignment completed)
6. hand in assignments on time.
7. use appropriate language.

Disciplinary progression:

1. Warning
2. Student conference/contact parent
3. Detention
4. Discipline referral

**Please note: in the case of severe disruption (fighting, use of profanity, destruction of school property, disrespect shown to anyone, etc.) the student will be sent to an administrator immediately.*

Class Policies: You are expected to be in class daily. If you should be out of class, it is **your** responsibility to get **your** make-up work. There is a five-school day limit for making up classroom assignments, tests and quizzes. Ten points will be deducted from grade each day assignment is late up to 50 points. **Per School Board policy to make-up an assignment, test, or quiz your absence must be excused.** You should follow all guidelines and classroom rules. You should always be respectful, responsible, prompt, and prepared.

Tutoring: will be offered on Tuesday/Thursday mornings from 8:00-8:30 and Wednesday afternoons from 3:30-4:00pm. Please let me know one day in advance if you will be attending tutoring so I can plan accordingly.

Cell phone policy will be strictly enforced. Unless given instructor's permission cell phones, tablets, etc. should remain in your purse or backpack. If a cell phone is seen by the instructor during class, the student's name will be recorded and an administrative referral will be submitted at the end of the school day per offense.

Academic Honesty: Students are expected to demonstrate the highest standards of personal integrity in every classroom endeavor, large and small. Academic honesty will be strictly enforced with regard to cheating and plagiarism. The offense will result in a zero for the assignment, quiz or test. Parents will be contacted via email or phone. And an administrative referral will be submitted.

Handbook/ Dress Code:

All county and North Paulding High School policies (including dress code, tardies, and electronics use) will be enforced.

Grading Policy Paulding Co. Schools

100-90	A
89-80	B
79-70	C
69 & below	F

Class Percentages

Summative Assessments	60%
Formative Assessments	20%
Final Exam	20%

Psychology Pacing Guide

Unit	Time Frame	Unit Focus	Standards
1	3 weeks	Introduction to Sociology	SSSocFR 1, 2, 3
2	4 weeks	Culture and Social Structure	SSSocC 1, 2, 3
3	4 weeks	The Individual in Society	SSSocSC 1, 2, 3
4	3 weeks	Social Inequality and Changing Social World	SSSocIC 1, 2
5	4 weeks	Social Institutions	SSSocSC 4

** Tentative Schedule, Syllabus subject to change at teacher's discretion*

Sociology Standards

SSSocFR - Foundations and Research

SSSocFR1: Students will explain the origins of sociology and the sociological perspective, and how sociology relates to the other social sciences.

- a. Explain sociology, sociological perspective, and the sociological imagination.
- b. Describe the origins of sociology as a social science and the significance of its historical framework.
- c. Explain the relationship of sociology to the other social sciences.
- d. Identify careers where sociological knowledge is applicable.

SSSocFR2- Students will explain the research methodologies used in sociology.

- a. Identify the major research methods used in sociology.
- b. Explain how various methods are used to conduct research in sociology.
- c. Evaluate the strengths and weakness of the methods of sociology research.
- d. Explain the importance and influence of ethics in guiding research and data collection in sociology.

SSSocFR3: Students will explain the major theoretical perspectives in sociology.

- a. Explain and apply the theoretical perspectives of Structural Functionalism, Symbolic Interaction, and Conflict Theory.
- b. Compare and evaluate the theoretical perspectives of Structural Functionalism, Symbolic Interaction, and Conflict Theory.

SSSocSC - Socialization and Social Control

SSSocSC1: Students will explain the process of socialization.

- a. Identify and describes the roles and responsibilities of an individual in society.
- b. Analyze the individual development theories of Cooley and Mead.
- c. Identify and evaluate the stages of socialization; include childhood, adolescence, adulthood, and death/dying.
- d. Evaluate the factors that socialize the individual; include family, peers, education, media, and religion.
- e. Analyze how individuals are socialized by gender and race/ethnicity.

SSSocSC2: Students will analyze deviance in society.

- a. Explain the socially constructed nature of deviance.
- b. Explain the relationship of social control and power in society.
- c. Analyze the causes of deviant behavior.
- d. Explain the impact of deviance on society.

SSSocSC3: Students will analyze the impact of social control on deviance in society.

- a. Explain theories of social control; include control and labeling theories.
- b. Explain conformity in relationship to deviance and social control.
- c. Describe adaptation, cooperation, accommodation, and competition in the context of social control.

SSSocSC4: Students will analyze the function of social institutions as agents of social control across differing societies and times.

- a. Analyze the function of social institutions in society; include family, education, religion, economy, government/politics, health care, and media.
- b. Evaluate the strengths and weaknesses of various social institutions.
- c. Evaluate other possible social institutions such as sports and science.
- d. Analyze the functions and inequalities of the criminal justice system in relationship to a society's construct of crime and punishment.
- e. Explain the role of total institutions.
- f. Analyze the re-socialization process.

SSSocIC - Social Inequalities and Change

SSSocIC1: Students will analyze forms of social inequality.

- a. Explain how unequal distribution of power and resources affects the life chances of individuals in that society.
- b. Analyze the sources and effects of stratification on the basis of social class; race and ethnicity; gender; age; and emotional, mental, and physical disabilities.
- c. Analyze the sources of global stratification and inequality.
- d. Evaluate the impact of global stratification and inequality on global relations.

SSSocIC2: Students will analyze social change processes in a society.

- a. Describe the various forms of collective behavior.
- b. Explain the impact of globalization on social change.
- c. Evaluate the impact of technology on social change.
- d. Analyze the impact of demographic changes and changes in settlement patterns on a society.

SSSocC - Culture and Social Structure

SSSocC1: Students will explain the development and importance of culture.

- a. Describe how culture is a social construction.
- b. Identify the basic characteristics of culture.
- c. Explain the importance of culture as an organizing tool in society.
- d. Describe the components of culture to include language, symbols, norms, and values.

SSSocC2: Students will evaluate how cultures develop and evolve.

- a. Explain cultural change and diversity include ethnocentrism, cultural relevance, folk culture, pop culture, counterculture, subculture, and culture shock.
- b. Compare material and non-material culture.
- c. Analyze the impact of globalization on US and other world cultures.

SSSocC3: Students will analyze social structure and interaction within society.

- a. Explain the components of social structure; include status, role and social institutions.
- b. Describe and compare various types of societies.
- c. Categorize groups within a society by comparing primary and secondary groups, in and out groups, reference groups, and social networks.
- d. Analyze the components, varieties, and functions of group dynamics; include such factors as group size, leadership and authority, and such processes as bystander effect and groupthink.
- e. Analyze the strengths and weaknesses of formal organizations and bureaucracies.



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I have received a copy of Mrs. Ammons' Sociology syllabus and acknowledge all course objectives, cell phone policy, academic honesty policy, and classroom expectations. I understand that the Pacing Guide is a tentative schedule and that due to unforeseen circumstances may vary from day to day. Please return this signed copy to Mrs. Ammons by Friday, January 4, 2019.

Student's Name (Print)

Date

Student's Signature

Parent/Legal Guardian's Name (Print)

Date

Parent Legal Guardian's Signature

Parent email address

Home phone

Parent cell

Parent cell