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## Sociology

# Course Syllabus

## Fall Semester

**Mrs. Kokes**

### Mission

The mission of Avon School District is to ensure that all students successfully reach their potential (1[[1]](#endnote-1)).

### Vision

The Avon School District will provide a clean, well-kept and functional facility that supports the needs of the curriculum and is available for appropriate community use. The Avon School District will encourage and foster a safe, caring atmosphere which values mutual respect between students and staff (1).

### Course Description/Overview

“The Sociology course is designed to introduce students to the sociological study of society. Sociology focuses on the systematic understanding of social interaction, social organization, social institutions, and social change. Major themes in sociological thinking include the interplay between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life. Understanding sociology helps discover and explain social patterns and see how such patterns change over time and in different settings. By making vivid the social basis of everyday life, sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life”(*Introduction to Sociology*).

### Course Learning Objectives (Essential Questions)

1. What is sociology?
2. How is sociology useful in everyday life?
3. What careers are available in sociology?

### Course Resources

**Course Website(s)**

* Mrs. Kokes Website <http://lk115.k12.sd.us/> (Also accessible through Avon School site)

#### Required Course Text

* *Sociology- A Down to Earth Approach, Second Edition (2007)*

#### Course Supplies

* Notebook/paper
* Folder
* Writing utensil (pencil or blue/black ink pen)
* Textbook
* Computer/internet (class time will be provided as needed)

### Sociology Standards (National Curriculum Standards for Social Studies)

The ten themes of social sciences are:

1. CULTURE  
   Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others. In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.
2. TIME, CONTINUITY, AND CHANGE  
   Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world. This theme appears in courses in history, as well as in other social studies courses for which knowledge of the past is important.
3. PEOPLE, PLACES, AND ENVIRONMENTS  
   This theme helps learners to develop their spatial views and perspectives of the world, to understand where people, places, and resources are located and why they are there, and to explore the relationship between human beings and the environment. In schools, this theme typically appears in courses dealing with geography and area studies, but it is also important for the study of the geographical dimension of other social studies subjects.
4. INDIVIDUAL DEVELOPMENT AND IDENTITY  
   Personal identity is shaped by family, peers, culture, and institutional influences. Through this theme, students examine the factors that influence an individual’s personal identity, development, and actions. This theme typically appears in courses and units dealing with psychology, anthropology, and sociology.
5. INDIVIDUALS, GROUPS, AND INSITITUTIONS  
   Institutions such as families and civic, educational, governmental, and religious organizations, exert a major influence on people’s lives. This theme allows students to understand how institutions are formed, maintained, and changed, and to examine their influence. In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.
6. POWER, AUTHORITY, AND GOVERNANCE  
   One essential component of education for citizenship is an understanding of the historical development and contemporary forms of power, authority, and governance. Through this theme, learners become familiar with the purposes and functions of government, the scope and limits of authority, and the differences between democratic and non-democratic political systems. In schools, this theme typically appears in units and courses dealing with government, history, civics, law, politics, and other social sciences.
7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION  
   This theme provides for the study of how people organize for the production, distribution, and consumption of goods and services, and prepares students for the study of domestic and global economic issues. In schools, this theme typically appears in units and courses dealing with economic concepts and issues, though it is also important for the study of the economic dimension of other social studies subjects.
8. SCIENCE, TECHNOLOGY, AND SOCIETY  
   By exploring the relationships among science, technology, and society, students develop an understanding of past and present advances in science and technology and their impact. This theme appears in a variety of social studies courses, including history, geography, economics, civics, and government.
9. GLOBAL CONNECTIONS  
   The realities of global interdependence require an understanding of the increasingly important and diverse global connections among world societies. This theme prepares students to study issues arising from globalization. It typically appears in units or courses dealing with geography, culture, economics, history, political science, government, and technology.
10. CIVIC IDEALS AND PRACTICES  
    An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship. This theme enables students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship. In schools, the theme typically appears in units or courses dealing with civics, history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

### Grading

#### Criteria

#### All assignments are weighted equally, but will be given varying point value. Daily work will range between 5-25 points per assignment. Tests and Projects will range from 25- 100 points. Semester grade is determined by 50% first quarter and 50% second quarter. No semester test is required

#### Late Assignments

Daily work and projects are created by teachers in order to see which concepts you fully understand and which areas you still need to review. If you do not understand an assignment, you need to see Mrs. Kokes before/after school, during study hall, or set up another time that works for **your** schedule. Late work will not be tolerated. If you fail to hand in an assignment you will attend 8th Period after school until the assignment is completed with quality. (Quality means 60% or more of the answers must be correct.) You will lose 25% of your original grade for any assignment turned in after the due date. If you do not understand the assignment, seek extra help or ask questions. Not handing in your assignment is NOT a wise option.

If you are absent, the district makeup policy will be followed. You will receive one school day for each day missed. For example, if you miss 3 days of school, you receive 3 days to make up the work. (See page 3 of the handbook.)

**Grading Scale**Percentage GPA Points

A+ . . . 100 Superior 4.00   
A . . . 95 - 99 Superior 4.00   
A- . . . 93 - 94 Superior 3.67   
B+ . . . 91 - 92 Above Average 3.33   
B . . . 88 - 90 Above Average 3.00   
B- . . . 86 - 87 Above Average 2.67   
C+ . . . 83 - 85 Average 2.33   
C . . . 78 - 82 Average 2.00   
C- . . . 75 - 77 Average 1.67   
D+ . . . 72 - 74 Passing, Below Average 1.33   
D . . . 63 - 71 Passing, Below Average 1.00   
D- . . . 60 - 62 Passing, Below Average 0.67   
F . . . 59 & Below Failing 0.00

### Course/District Policies

* Cheating – **AVON SCHOOL DISTRICT 4-1 CHEATING POLICY** (19)
  + Definition of cheating: Soliciting, acquiring, supplying or use of answers on

tests, quizzes, study guides or other assignments. Any type of plagiarism and/or copyright infringement on work turned-in is in violation of the cheating policy.

* + Punishment:
    - 1st Offense: Inform Parents; 1 day in-school suspension; Mandatory Semester

tests, 1 hour Saturday detention, "0" credit for the assignment.

* + - 2nd Offense: Inform Parents; 2 day in-school suspension; mandatory semester tests throughout high school; 3 hour Saturday detention;

"0" credit for assignment; Not eligible for the honor roll for the remainder of the year.

* + - 3rd Offense: Meeting with parents; 3 day out-of-school suspension; loss of credit for the class.
  + The classroom teacher will bear the responsibility to verify any and all cheating.
  + Only the classroom teacher and/or the secondary principal may impose the punishment.
* Cell Phones- See revised Avon School Policy 2012-13
* Food- Candy and gum chewing is allowed if it is done in a proper manner. HOWEVER, individual teachers may ask students not to eat candy or chew gum in their classrooms or study hall. There will be NO POP OR FOOD allowed in classrooms without prior approval from the administration (6).
* Classroom Disruptions/Behaviors- refer to the Disciple Grid on pages 6-7 in handbook.

### Course Schedule (Tentative)

*Week of  
Aug 20*  What is sociology? (Chapter 1)

*Aug 27* What is sociology? (Chapter 1)

*Sep 3* What is culture? (Chapter 2)

*Sep10* What is culture? (Chapter 2)

*Sep 17*  What is socialization? (Chapter 3)

**Midterm Wednesday, September 19**

*Sep 24* What is socialization? (Chapter 3)

*Oct 1* What is social structure and social interaction? (Chapter 4)

*Oct 8* What is social structure and social interaction? (Chapter 4)

*Oct 15*  How are social networks built? (Chapter 5)

**End of the First Quarter Friday, October 19**

*Oct 22* What is deviance? (Chapter 6)

*Oct 29* What is deviance? (Chapter 6)

*Nov 5* What is social stratification? (Chapter 7)

*Nov 12*  What is social stratification? (Chapter 7)

*Nov 19* What is gender? (Chapter 8)

**Midterm Wednesday, November 21** *Nov 26* What is gender? (Chapter 8)

*Dec 3*   What is the difference between race and ethnicity? (Chapter 9)

*Dec 10*  What is the difference between race and ethnicity? (Chapter 9)

*Dec 17* What roles do marriage/family play in society? (Chapter 10)

1. *Cited handbook pages can be accessed through the “Handbook” link on the Avon School Website or through the Avon School Main Office* [**www.avon.k12.sd.us**](http://www.avon.k12.sd.us) [↑](#endnote-ref-1)