Omaha North High Magnet School
Sociology
Course Syllabus

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Office/Classroom Rm: 50c
Best times to contact: Anytime by email

Course Description: Students will learn and explore the world of Sociology through four main units of study: The Sociological Perspective and Methods of Inquiry, Culture and Social Structure, Social Groups, Socialization and Self and Deviance, Stratification, Inequality and Social Control. Through these four units students will learn how sociology can be used to look at the world today and how it is connected to their lives and how they see the world.

Instructional Philosophy: My instructional philosophy is based on the belief that through hands on learning and student centered classes, students are best able to convert information acquired in class and through independent research into knowledge and to use that knowledge to think critically to become active and informed citizens.

Content Standards:
D2.Soc.1.9-12 Explain the sociological perspective and how it differs from other social sciences
D2.Soc.4.9-12 Illustrate how sociological analysis can provide useful data-based information for decision making.
D2. Soc. 1.9-12 Explain the sociological perspective and how it differs from other social sciences
D2. soc.5.9-12 Give an example of the strengths and weaknesses of four main methods of research: surveys, case studies, observations and content analysis
D2. Soc. 6.9-12. Identify the major components of culture.
D2. Soc. 10.9-12. Analyze how social structures and cultures change
D2. Soc. 9.9-12. Explain the role of social institutions in society
D2. Soc. 13.9-12 Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.
D2. Soc. 12.9-12 Explain the social construction of self and groups
D2. Soc. 14.9-12 Explain how in-group and out groups membership influences the life chances of individuals and shapes societal norms and values
D2. Soc. 16.9-12 Interpret the effects of inequality on groups and individuals.
D2. Soc. 14.9-12 Explain how in-group and out group membership influences the life chances of individuals and shapes societal norms and values.
D2. Soc. 16.9-12 Interpret the effects of inequality on groups and individuals

Major Units of Study
1) The Sociological Perspective and Methods of Inquiry-The unit will cover the origins of sociology and the sociological perspective, and how sociology relates to other social sciences.
The unit will cover methodologies used in sociology to discover the causal connections between events. This unit will also explore the major theoretical perspectives in sociology and the individuals who created them.
2) Culture and Social Structure -This unit addresses how culture, social structure, stratification, change and mass communication form the basis of modern human interaction. Students will examine the influence of culture on the individual and how human behavior is learned within a society. Students will explore social relationships and how they are comprised of people of similar disposition and how these social relationships affect people as they interact with the larger society in helpful and in limiting ways. The effects of mass communication and social media will be explored as a method of examining social and cultural change.
3) Social Groups, Socialization and Self -Society is not only a group it is a group made up of other smaller groups. Social groups impact a large portion of human development, known as socialization. Socialization is the process of learning to participate in group life. This unit will provide a comprehensive understanding of socialization, and the factors influencing the development of personal identity, social values, beliefs and norms.
Deviance, Stratification, Inequality and Social Control: Deviance helps to clarify norms in social life, unify the group, diffuse tensions and promote social change. Analyzing the distribution of power and inequalities can result in a change in social norms. Labeling members of certain groups can cause inequality. This unit will explore patterns of racial and ethnic relations nationally and abroad, while comparing and contrasting different social controls designed to create social stability.

Course Expectations (examples below)
- Read and analyze primary/secondary resources as they relate to Sociology
- Complete Four Unit Test
- Complete daily in class notes/activities (Will be writing, reading and working everyday)
- Complete one research paper

Class Rules and Expectations:
- Students should be in their assigned seat when the bell rings and remain seated according to classroom expectations
- Students will come to class prepared to learn with materials needed for class
- Students will respect the other members of the class.
- Students will be responsible for meeting deadlines
- Students will be quiet during instruction time unless called on or in break out groups
- Students will keep all electronic devices away during class time. (Cell phones. etc)

Texts - supplementary reading material provided by teacher

Assessment
Course grades will be determined by planned assessments such as tests, quizzes, and projects scored with rubrics.
- Major tests and/or writing projects are to be expected at the end of each major unit outlined above.
- Grades based on 4 unit test
- Daily quizzes/work (Will have work every day)
- Research paper

OPS Secondary Grading Practices*
All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)

There are three types of coursework*
- **Practice** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate).
- **Formative (35% of the final grade)** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix.
- **Summative (65% of the final grade)** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

At the end of the grading period, scores are converted to a letter grade using this grading scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>3.26-4.00</td>
</tr>
<tr>
<td>B</td>
<td>2.51-3.25</td>
</tr>
<tr>
<td>C</td>
<td>1.76-2.50</td>
</tr>
<tr>
<td>D</td>
<td>1.01-1.75</td>
</tr>
<tr>
<td>F</td>
<td>0.00-1.00</td>
</tr>
</tbody>
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Redoing/Revising Student Coursework*
1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redos and revisions of coursework for full credit as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning. When time permits, teachers should allow the redoing or revising of summative assessments.
3. Students are expected to complete assessments when given to the class, or if a student was justifiably absent, at a time designated by the teacher.
4. Redoing, retaking or revising will be done at teacher discretion in consultation with the student and parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class. The time and location for redoing, retaking or revising will be done at the teacher’s discretion in consultation with the student and parent(s).
5. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework but will replace the original score.