

NOUVEL CATHOLIC CENTRAL HIGH SCHOOL

SOCIOLOGY

COURSE SYLLABUS

<p>COURSE DESCRIPTION:</p>	<p>In this course, students will have the opportunity to study the relationship between how society influences the individual and, how in turn, the individual influences society. This course will examine and discuss the patterns and processes within the following standards:</p> <p>First marking period:</p> <ul style="list-style-type: none">• Foundations of Sociology• Culture• Social Institutions• Gender <p>Second marking period:</p> <ul style="list-style-type: none">• Race• Age• Social Groups• Social Status• Social Problems• Social Change <p>A focus on the Individual within the Greater Community will be studied throughout the semester.</p> <p>Common Core Standards for Social Studies:</p> <ul style="list-style-type: none">• Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept. (Common Core Reading Standard 9)• Gather relevant information from multiple sources, assess the credibility of each and integrate the information (Common Core Writing Standard 8)• Draw evidence from informational texts to support analysis, research and reflection (Common Core Writing Standard 9)
<p>MAJOR COURSE GOALS:</p>	<p>Students will :</p> <ul style="list-style-type: none">• Recognize Sociology as a social science• Examine the influence of culture on both different social groups and the individual• Identify the impact social institutions and social groups have on both individual and group behavior• Analyze a range of social problems in the context of gender, race and age.• Explore and gain an understanding of how they are individually

	impacted by society and how they in turn are making an impact.
COURSE ASSESSMENT PLAN:	Class lecture and discussion, poster project presentations, written responses, article analysis (including written, oral and group), quizzes, tests
SUPPLIES AND MATERIALS NEEDED:	Three-ring binder or notebook (with pockets for hand-outs)
EXTRA HELP:	My class schedule is 4 th -7 th hour and I am available during lunches as well as after school until 3:30.
INSTRUCTIONAL PHILOSOPHY:	<p>A variety of teaching strategies will be used to address differing learning styles. Lecture notes will be presented on the overhead, class discussion will be used to discuss articles and key concepts, and there is a film connected to each unit for students to view, analyze and provide an analytical written response. Current articles will be read and discussed, and hands-on demonstrations (Age simulation, IAT) will be used to demonstrate competency in each unit. There are elements of high-energy, participatory learning as well as time for individual time for reading, research and analytical and reflective writing.</p> <p>A primary goal in every class is for students to make real-world connections. They should never be wondering “Why do I need to know this?”, or “When will I ever use this?”</p>
MAJOR COURSE PROJECTS AND INSTRUCTIONAL ACTIVITIES:	Class participation is expected and required! Individual Poster or Research Projects are assigned with each unit as well as article and media analysis. The size of the unit being covered determines quiz/test assessment. All quizzes and tests will be scheduled at least three days in advance.
CLASSROOM EXPECTATIONS:	<ul style="list-style-type: none"> • Respect yourself and others at all times. • Listen while others are speaking. • Students are not allowed on the computers without permission.
HOMEWORK POLICY AND GRADING SCALE:	<ul style="list-style-type: none"> • Assignments will only receive full credit when they are handed in the day they are due. Late work will be accepted the following day but the grade will be reduced by half. • All formal papers, articles and responses must be typed. • Plagiarism will not be tolerated and is an automatic zero for the assignment. When in doubt, always cite any work/sources that are not your own. • Extra credit will be offered throughout the semester at my discretion. • Grades are based on the accumulated points of all assignments.

	<p>All points are approximate by Unit</p> <ul style="list-style-type: none"> • Participation: 30-40 points • Article Responses (Group and Individual): 30-40 points • Tests and Quizzes: 30-35 (Quizzes) 45-55 (Tests) • Formal Papers: 25 points • Homework/In-Class Activities 20-30 points • Gender and/or Race Subtopic Poster Project: 35 points <p>We will follow the NCC grading scale is listed in the Student/Parent handbook.</p>
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