

Sociology

Instructor: Mr. Molitor

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Classroom Blog: [Mr. Molitor's Classroom Blog](#)



Course Description:

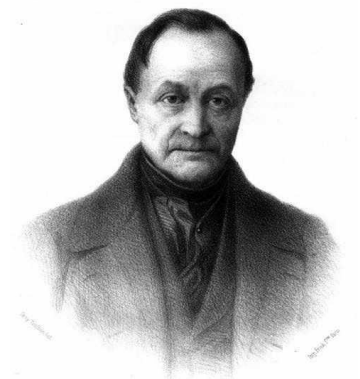
Sociology is a science that seeks to understand the different ways individuals, groups, and institutions interact to shape our lives. The goal of this course is to provide a survey of Sociology and apply sociological concepts to the modern world we live in. A major focus of the class will be to look at human behavior and how groups develop, function, and adapt. However, students will also be given an opportunity to reflect upon and discuss how their own experiences and perspectives have been formed. The framework for our survey will be crafted around seven thematic units, and each unit will cover a specific theme in sociology. If the time permits, the course will also examine in further detail selected topics such as sports, education, religion, etc.

Course Objectives (Competencies):

1. Students will be able to use the conceptual language of sociology to analyze everyday social processes and current events.
2. Explain how factors such as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development.
3. Compare and describe similarities and differences in the ways various cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos.
4. Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings.
5. Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled.

Society, however, cannot be regarded as composed of individuals. The true social unit is the family; it is essentially on the plan of the family that society is constructed.

-Auguste Comte



Textbook:

Andersen, Margaret and Howard F. Taylor. *Sociology: Understanding a Diverse Society*. Stamford: Wadsworth, 2000.

Online Resources:

1. [Mr. Molitor's Classroom Blog](#)
 - Lesson plans and announcements are posted daily.
2. **Schoology**
 - Assignments and resources will be shared via this learning platform.
3. [coachmolitor.com](#)
 - Additional enrichment resources will also be posted on my website occasionally throughout the course.
4. **PowerSchool**

Standards-Based Learning:

Chilton High School uses a **Standards-Based Grading** (SBL) model to assess and report student progress. Grades are based on how well students demonstrate understanding of these academic standards. This means your grade reflects your level of mastery in each subject, not simply the number of points earned.

Sociology Learning Standards (Wisconsin State Social Studies Standards)

HS.S.BH 1.BH 2: Students will explain how cognitive and cultural biases influence beliefs about behavior and mental processes.

HS.S.BH 1.BH 3: Students will evaluate whether a psychological research scenario followed appropriate methodology, measurement, or ethical procedures.

HS.S.BH 1.BH 4: Students will apply psychological perspectives, theories, concepts, and research findings to a scenario.

HS.S.BH 1.Inq 1: Students will construct meaningful questions that initiate an inquiry.

HS.S.BH 1.Inq 2: Students will gather and evaluate sources.

HS.S.BH 1.Inq 3: Students will develop claims using evidence to support reasoning.

HS.S.BH 1.Inq 4: Students will communicate and critique conclusions.



Scoring:

- **Grades will be based on the scores on your assessments.** (These include tests, projects, or written assignments.) Assessments will measure your learning against specific standards.
- Grades in PowerSchool will appear as a percentage score of meeting those standards corresponding to a letter grade on the district scale.
- All scores for each standard will be averaged. Final grades are determined by averaging.
- To receive credit, students must pass each standard with a 70% or better and have an average grade of 70% in the class.
- Students **MUST COMPLETE ALL ASSESSMENTS** in order to pass the class.

Reassessment Guidelines:

Students should have the opportunity to improve and show growth in their learning. To support this, Chilton High School allows reassessments under the following conditions:

- **All assigned tasks and assignments must be completed before an assessment or reassessment.**
 - Teachers will decide if a student is ready to take an assessment.
 - Failure to be ready on the original assessment date means a student moves on to reassess and loses one opportunity to reassess. (See below.)
- **Students may complete up to two reassessments per individual assessment.**
- **Reassessments must be initiated by the student within five school days of receiving your grade.**
 - This means you must let the teacher know your intent to reassess.
 - Teachers will assign additional requirements to complete before the reassessment.
 - Reassessments must be completed before grade due dates.
 - Individual teachers will have final reassessment dates in their syllabi (TBD), but students must complete reassessments within 5 days of the completion of a term.
 - During Semester 1 of the 2025 - 2026 School year, students can obtain a 100% score on reassessments.
 - During Semester 2 of the 2025 - 2026 School year, students can obtain a maximum score of 95% on the first reassessment and a maximum score of 90% on the second.
 - Reassessments (and all other assessments) must be completed before grade due dates

Grade	Percent	GPA Points
A	95- 100	4.00
A-	94	3.92
A-	93	3.83
A-	92	3.75
A-	91	3.66
A-	90	3.58
B+	89	3.50
B+	88	3.41
B+	87	3.33
B	86	3.24
B	85	3.16
B	84	3.08
B	83	2.99
B-	82	2.91
B-	81	2.82
B-	80	2.74
C+	79	2.66
C+	78	2.57
C+	77	2.49
C+	76	2.40
C	70-75	2.32

**Grading Scale for all CHS Classes for the 2025 -
2026 School Year**

STUDY SKILLS NEEDED IN THIS CLASS TO BE SUCCESSFUL

- Throughout the course, the instructor will teach and model some of these study strategies.
- Students will have opportunities to practice these skills before assessments.

Time Management & Organization

1. **Use a planner, calendar, and resources provided by me** to track assignments and deadlines.
2. **Set specific goals** for what you are going to accomplish each study session.
3. **Create a consistent study schedule** and stick to it.
4. **Prioritize tasks** by urgency and importance.
5. **Start assignments early** to avoid last-minute stress.

Note-Taking & Information Processing

6. **Pay attention and actively participate in class activities**
 7. **Highlight or underline key ideas** while reading.
 8. **Write notes (you understand)** in your own words.
 9. **Review notes within 24 hours** to reinforce memory.
 10. **Organize notes and worksheets** to be able to efficiently access material
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Reading & Comprehension

11. **Skim text first** to get the main idea.
 12. **Ask questions while reading** (Who, What, Why, How?).
 13. **Use context clues** to understand new vocabulary.
 14. **Read aloud** to improve focus and comprehension.
 15. **Look up unfamiliar words** and keep a vocabulary list.
 16. **Reread difficult sections** to improve understanding.
 17. **Make connections** to personal experiences or other texts.
 18. **Visualize concepts** using diagrams or mental images.
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Memorization & Review

19. **Use flashcards** (paper or digital apps like Quizlet).
 20. **Review material regularly** (not just before tests).
 21. **Write things down repeatedly** to reinforce memory.
 22. **Use visual aids** like charts, timelines, or diagrams.
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Test Preparation & Taking

23. **Study in a test-like environment** (quiet, timed, distraction-free).
24. **Get plenty of sleep** the night before a test.
25. **Read all directions carefully** before starting a test.
26. **Pace yourself during tests**—don't spend too long on one question.
27. **Use the process of elimination** for multiple-choice questions.
28. **Double-check your answers** if you have time left.
29. **Reflect on your test performance** to improve next time.



Classroom Policies:

Assignments: Your assignments will be varied and will consist of mostly in-class work. The purpose of your assignments is to learn. Think of your various assignments as different tools for learning. If you use the assignments carefully, they will assist you in your learning. I will not collect your assignments until before assessments; they are your study tools to help you in your graded tasks. We will review and reflect on your assignments together in class.

1. *Daily work:* This must be completed on time. We will review and improve all the assignments in class.

2. *Studying for Quizzes & Exams:* Since the majority of assignments students should complete during the school day, it is the responsibility of the student to study their materials. Success on assessments (written responses, weekly quizzes or unit exams) relates to the students continual interaction with the course material because so many of the theories, people, and concepts are unfamiliar to the student.

Assessments: This is how you earn your grade! Final grades will be calculated by averaging all of the assessment scores during the semester. These assessments will be done in a variety of ways. This includes: Written Exams, Essays, Presentations and Projects. Project assessments **MUST** be completely done to be assessed.

1. *Unit Exams:* These may have different types of questions (multiple choice, matching, essay, etc.).
2. *Sociology in the News:* Students will take a current event and analyze it with their sociological perspective. The essay will attempt to explain the underlying factors that created the situation (current event). It will be graded as a project and may include a brief sharing exercise in addition to the review.
3. *Projects:* Some units (and one project each term) may have one or more projects that require you to synthesize and apply information. Students will also have the opportunity to explore a topic of interest to further engage their sociological imagination.

Teacher Discretion: The instructor will have the final say on whether a student is ready for an assessment (or reassessment).

Final Exam: At the end of the course, students will complete a final exam processing the course objectives.

Assigned Seating: Within the classroom, students will be **REQUIRED** to sit in their assigned seats. Students not in their seats will be marked absent.

Extra Credit: There will not be any extra credit offered in the class.

Mr. Molitor's Tiger Values (Classroom Rules):

The 3 R's

- Respectful
- Responsible
- Ready to Learn

Any disrespect of the instructor(s) or fellow students will not be tolerated. If the learning environment is affected negatively by your disrespect, you will be asked to leave. Disrespect will result in removal from the classroom and conference with me and others around the building.

Absent/Makeup: If you miss a class, it is your responsibility to check Mr. Molitor's Blog, email the instructor, or look in Schoology. Then, if you are confused about the assignment or in need of materials, please conference with Mr. Molitor at an appropriate time (i.e. not in the middle of a whole-group discussion). The scheduling of any missed assessments with Mr. Molitor is part of the student's responsibility when missing a class.

- An excused absence will have an equal number of days to complete the assignment when you return. If an assignment is not turned in on time, the student must comply with the Incomplete/F policy outlined in the *Chilton High School Student Handbook*.

Extra Help:

If you find yourself falling behind or are having difficulty with a concept or chapter, do not be afraid to ask for help. I will find a time to give you additional help before/after school or possibly during Homeroom. I will monitor each student's work and will inform students and parents when the grade stays consistently low.

Tardies: Students are expected to be on time for class. This means students will be in their seats when the bell rings. Mr. Molitor will typically have a task located on the screen (or whiteboard) for students to complete. All unexcused tardies will be turned over to the office in accordance with the CHS attendance procedures. The office will keep track of all students' tardies and unexcused absences. For every 4 tardies a student has, they will receive a 30 minute detention. Students presenting a pass from another teacher will be marked as excused.

Electronic Devices: All devices should be stowed away at the beginning of class until directed by the instructor. Activities that need the aid of electronics will be conducted in computer labs or with school issued devices. All violations will be dealt with in accordance with the student handbook's procedure for device infractions that was set forth by the CPS administration.

Website/Email: Many times throughout the course of the year we will be interacting with my website that is linked off the CHS website. My website is updated daily with assignment due dates, copies of notes, and some print-out assignments. Students and parents are encouraged to frequently check the website for updated information.

Website Address: www.coachmolitor.com

Core Units of Study:

1. Developing a Sociological Perspective: An Introduction to Sociology
 - a. What is Sociology?
 - b. Sociological Imagination
 - c. Development of Sociology
 - d. Sociological Perspectives
 - e. Application of Sociology: The Research Method and Ethics
2. Culture
 - a. Define Culture and its components
 - b. Social Control and Cultural Change
 - c. Diversity (variations) and Universals
3. Socialization
 - a. Personal Development
 - b. Theories About Social Self
 - c. Agents of Socialization
4. Social Structure and Groups
 - a. Status/Roles
 - b. Social Interactions and Groups
5. Deviance and Social Control
 - a. Explanations of Deviance
 - b. Crime and Justice System (punishment)
 - i. Types of crime
6. Social Inequalities
 - a. Social Stratification
 - b. Inequalities in Race, Ethnicity, Age and Gender
 - c. Global Stratification



Potential Units of Focus:

- Race, Ethnicity and Gender
- Age and Aging
- Collective Behavior, Social Movements and Social Change in the Global Perspective
- Environmental Sociology
- Specific Social Institutions (i.e. sports, school, religion, family, etc.)

CHS Smart Devices Policy

Personal Communication Devices Policy Summary

- **Definition:** Personal communication devices (PCDs) are any device owned by the student that can communicate with others or the internet. (IE cell phones, iPads, personal laptops, or chromebooks.)
- **Allowed Use:** Students may use PCDs before and after school, during high school lunch, in between classes if they don't cause a distraction, during after-school activities, or at school-related functions. Use on a school bus or other Board-provided vehicle is permitted at the discretion of the driver, teacher, or coach/advisor/sponsor.
- **Prohibited Use:**
 - **PCDs must be powered completely off and stored out of sight at all times unless a teacher or administrator explicitly approves their use.**
 - Using a PCD for non-educational communications is not allowed.
 - Students cannot use a PCD on school property to access websites that are otherwise blocked at school.
 - Capturing, recording, or transmitting audio or images of any person without consent is prohibited and considered an invasion of privacy.
 - It is forbidden to use a PCD in areas where there is a reasonable expectation of privacy, such as locker rooms, restrooms, or gymnasiums.
 - Using a PCD to threaten, harass, or humiliate others is prohibited. This includes transmitting material that is threatening, obscene, or sexually explicit, or engaging in "sexting".
 - Using a PCD to cheat, commit fraud, or engage in academic dishonesty is not allowed.
- **Consequences for Violations:**
 - Violations may result in disciplinary action and/or confiscation of the device.
 - Discipline can range from a warning to expulsion, depending on the number and nature of the violations.
 - The matter may be reported to law enforcement or child services if a violation involves illegal activity.
 - A device will be confiscated in the building's central office until a parent or guardian picks it up.
 - Repeated offenses may lead to a student losing the privilege to permanently bring a PCD to school.
- **Reports of Violations:** Any staff member who sees a student using a PCD when it is not allowed must report that violation to the Principal or Administration.
- **Search and Seizure:** School officials will not search or tamper with a confiscated PCD unless they reasonably suspect the search is needed to discover evidence of a violation of law or school rules. Any search will be conducted per Policy 5771, Search and Seizure.
- **Liability:** Students are solely responsible for their PCDs. The Board is not responsible for any theft, loss, damage, or misuse of devices brought to school.
- **Parent/Guardian Communication:** Parents/guardians are advised that the best way to contact their child during the school day is by calling the school office. Students can use school phones to contact their parents or guardians.

Academic Dishonesty

Students will be expected to complete their own work, not plagiarize, not cheat off their peers, and to not use technology like ai in order to fabricate work. I AM ATTEMPTING TO ASSESS YOUR KNOWLEDGE AND SKILLS! ACADEMIC DISHONESTY PREVENTS ME FROM DOING THAT! Any work determined to not be their own will be addressed on the severity of the academic dishonesty and will result in academic consequences.

Chilton High School Academic Dishonesty Policy

The Chilton High School faculty expects the highest integrity of its students. The faculty has the responsibility to establish and communicate expectations of/for all assessments in their classroom management plan and course materials. Chilton High School students must adhere to those expectations or they will be held responsible according to the Academic Dishonesty Policy. The contents of this policy are cumulative for the duration of a student's high school career.

Minor – A minor infraction is defined as an assessment that does not significantly impact the student's overall grade as assigned by the teacher. Students will be asked to redo any of these assessments and a warning will be issued. Teachers will notify parents and the Activities Director will document all instances of minor academic dishonesty infractions.

Major – A major infraction is defined as an assessment that significantly impacts the student's overall grade as assigned by the teacher. Students must make up any major infraction assessments or activities. A disciplinary consequence may be given by the administration. The classroom teacher, the principal or their designee will notify parents of the infraction. Students involved in extracurricular activities will be assessed as a consequence outlined in the Co-Curricular and Activities Code. Co-curricular consequences are to be served at the next scheduled event. No exceptions.

