Sociology
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This course is an introductory analysis and description of human interactions in our society. Students will learn to utilize a sociological perspective and be introduced to theoretical and methodological approaches to sociology. It is the goal of this course to offer an opportunity to gain a sophisticated awareness and ability to analyze one's situation based on the impact of the agents of socialization with special attention given to gender; social inequalities related to the system of social stratification; race as constructed and the unequal distribution of racialized power, privilege, and social control in local, regional and national contexts; and to encourage a student to evaluate his or her culture using sociological concepts of norms and forms of communication. What does that all mean?

This course is about learning to see, think, and analyze yourself and the world around you from a sociological perspective.

COURSE TOPICS OF STUDY

Unit 1	Sociological Thought: Social Construction, Sociological Mindfulness, & Sociological Imagination
Unit 2	Socialization: Formation of self as shaped by components of society & social construction of Gender
Unit 3	Social Inequalities: Impacts of Social Class
Unit 4	Race: Social Construction of Race and Racial Inequalities
Unit 5	Culture: Sociological Norms & Communication

Skills and Standards

The learning in this course is organized around 3 academic course skills that each align with a learning standard. Feedback on how well students are meeting the standard in each course skill is provided using the rubrics and scaled learning standards that follow.

Skill: Sociological Literacy
Standard: *I can utilize effective independent learning strategies in order to demonstrate comprehension of essential sociological concepts, terms, theories, and research methods.*
Skill: Sociological Analysis
Standard: *I can apply my comprehension of essential sociological concepts, terms, theories, and research methods to accurately analyze sociological situations and case studies.*
Skill: Sociological Reflection
Standard: *I can identify unique sociological situations in my own life and accurately apply my knowledge of sociology in a personal reflection.*

Skill: Self Efficacy
Standard: I can organize and execute the courses of actions required to be prepared for class and complete assignments by their due date.

PROFICIENCY SCALE:*The following terms will be used to communicate student progress and performance on assignments and assessments in each course skill.*

Exceeds	Meets	Approaching	Developing	M	N
Evidence exceeds standard for the skill.	Evidence meets standard for skill.	Evidence approaches standard for the skill.	Evidence shows developing foundational skills.	Missing Evidence (incomplete due to absence(s))	Missing Evidence (student refusal, requires teacher meeting to resolve)

PERFORMANCE ASSESSMENTS

Performance assessments in Sociology are aligned with the course skills above, and are designed to evaluate if students have mastered the skill by meeting the standards associated with each. Assessments include:

1. Annotations, summaries, and discussions of sociological readings and case studies
2. Multiple choice assessments of sociological concepts
3. Stimulus-based analysis of sociological situations and case studies
4. Written personal reflection on real life sociological situations
5. Collaborative projects

COURSE RESOURCES

Academic Progress	Interactive Report Card (irc.d125.org)
Textbook / E-Book	Ferris & Stein, The Real World, 6th edition, W.W, Norton & Company, 2018. In addition to teacher-provided readings.
Teacher Resources	Access via student Canvas account
Student Support	Students seeking additional support in their learning should contact their teacher or the Social Studies learning center tutors.

MAKEUP POLICY

Students must complete all assessments in order for the teacher to evaluate a complete portfolio of student performance in each course standard, and in turn, to determine a passing grade in the course overall. Teachers will provide calendars and deadlines for assessments of various types in each course standard. In the case of absences or missed deadlines, students should address incomplete or missing assessments by making alternative arrangements with the teacher.

GRADE DETERMINATION

The Interactive Report Card (IRC) will be used to communicate students' proficiency in each learning target, overall trend towards proficiency in each standard, and the *predicted* semester letter grade. The Interactive Report Card also communicates missing assessments/assignments, teacher comments, and concerns with students' social-emotional learning (SEL).

The semester letter grade will be informed by the student's evidence from assessments over the semester-long body of work with consideration to growth over time.	
Semester Letter Grade	*Exceeds Standard, Meets Standard, Approaching Standard, Developing Foundational Skills* **Trends in Performance on Course Skill**
A	All course skills achieved at performance level of "meets" or "exceeds"
B	All course skills achieved at "meets" or "exceeds" levels, with at most one skill at a "approaching" level
C	All course skills achieved at "meets" or "exceeds" levels, with two or more skills at a "approaching" level
D	All course skills achieved at "meets" or "exceeds" levels, with at most one skill at a "developing" level
F	All course skills achieved at "meets" or "exceeds" levels with two or more skills at a "developing" level

SCALED STANDARDS

Students will be given feedback on their level of proficiency towards mastery in each course skill using the scaled standards and rubrics below.

Sociological Literacy

Skill 1: Sociological Literacy

Standard: I can utilize effective independent learning strategies in order to demonstrate comprehension of essential sociological concepts, terms, theories, and research methods.			
EXCEEDS	**MEETS**	**APPROACHING**	**DEVELOPING**
I can utilize effective independent learning strategies in order to demonstrate advanced comprehension of essential sociological concepts, terms, theories, and research methods.	**I can utilize effective independent learning strategies in order to demonstrate comprehension of essential sociological concepts, terms, theories, and research methods.**	I can utilize learning strategies to demonstrate partial and/or general comprehension of sociological concepts, terms, theories, and research methods.	I can apply learning strategies to demonstrate comprehension of sociological concepts, terms, theories, and research methods with the use of class supports. **Requires Mandatory Targeted Tutoring*

Success Criteria	How Well Am I Doing?	Teacher Feedback
Comprehension/ Literacy		Demonstration of comprehension/literacy can be assessed using multiple types of evidence, including: ● Class notes ● Reading checks ● Annotations ● Group Projects ● Class Discussion

Skill 2: Sociological Analysis

Standard: I can apply my comprehension of essential sociological concepts, terms, theories, and research methods to accurately analyze sociological situations and case studies.			
EXCEEDS	**MEETS**	**APPROACHING**	**DEVELOPING**
I can apply my advanced comprehension of essential sociological concepts, terms, theories, and research methods to accurately and critically analyze sociological situations and case studies.	**I can apply my comprehension of essential sociological concepts, terms, theories, and research methods to accurately analyze sociological situations and case studies.**	I can apply my general comprehension of some sociological concepts, terms, theories, and research methods to accurately analyze sociological situations and case studies.	I can apply my general comprehension of some sociological concepts, terms, theories, and research methods to try to analyze sociological situations and case studies with class supports. **Requires Mandatory Targeted Tutoring*

Success Criteria	**How Well Am I Doing?**	**Teacher Feedback**
Recall of Concepts		I can accurately recall the essential sociological concepts, theories, and research methods that are relevant to a sociological situation or case study.
Analysis of Concepts		I can apply my sociological knowledge by analyzing the situation or case study with relevant sociological concepts, theories, and research methods to draw accurate conclusions.

Sociological Reflection

Skill 3: Sociological Reflection

Standard: I can identify unique sociological situations in my own life and accurately apply my knowledge of sociology in a personal reflection.			
EXCEEDS	**MEETS**	**APPROACHING**	**DEVELOPING**
I can identify unique sociological situations in my own life and analytically and critically apply my knowledge of sociology in a personal reflection.	**I can identify unique sociological situations in my own life and accurately apply my knowledge of sociology in a personal reflection.**	When given a sociological situation in my own life, I can apply my knowledge of sociology in a personal reflection with some accuracy.	When provided a sociological situation by my teacher, I can recall some knowledge of sociology in a personal reflection. **Requires Mandatory Targeted Tutoring*

Success Criteria	How Well Am I Doing?	Teacher Feedback
Identifying Sociological Situations		I can accurately identify unique sociological situations in my own life that are relevant to the unit of study.
Analysis		I can apply my sociological knowledge to my own life, analyzing personal situations through a sociological lens.

Skill : Self efficacy

Standard: I can organize and execute the courses of actions required to be prepared for class and complete assignments by their due date.

EXCEEDS	MEETS	APPROACHING	DEVELOPING
I can self-regulate my learning in order to plan, control, and analyze the execution of tasks, activities and the preparation of learning products before they are due and ask any clarifying questions to further improve the assessment and I am always prepared for class	**I can self-regulated learning, to use my own resources to plan, control and analyze the execution of tasks, activities and the preparation of learning products so that they turned in on time and I am prepared for class daily**	I can understand the expectations related to the assignments and daily preparedness and know what is the expected **outcome is but only carry it out some of the time or late** .	I can understand the expectations related to assignments and daily preparedness but I cannot carry them out yet.

Success Criteria	How Well Am I Doing?	Teacher Feedback
Identifying due dates and materials needed for class and assessments		Effectively uses a calendar, reminders on phone, planner to manage class expectations and balance them with other activities and coursework
Efficacy		Effectively used strategies, self-regulation and executed plans to turn in work on time and has class materials daily

Course Expectations:

1. Listen, think critically, and respond thoughtfully. Participate daily in a respectful manner.

2. Reflections Students will write reflections for this course to demonstrate their knowledge and understanding within each unit. **Each reflection must use class content AND information from sources to give an authentic, unique example or insight.**

3. Take notes: Important information will be given daily in class. Please record this. This will be useful when writing your reflections and final paper and will provide evidence of efficacy

4. Engaged reading. You are expected to use the readings from the textbook as well as the ancillary text to support the thoughts you are expressing in your reflections. It is not enough to share your opinions as fact. Therefore, the readings should help serve as the "meat" of the arguments that you make in class and in your reflections. I will expect to see 'interactions with the text'. You can annotate, write summary sentences, or use any other method to show me you were thinking while you were reading. You may not just highlight

5. Come see me. If you are struggling, just want to chat, or need to get caught up after being absent, PLEASE email me or set up a time to come in. I am part time and teach periods 3,4, and 6.