2018 Unit B Conducting Sociological Research

Content Area: **Social Studies**
Course(s): **Sociology**
Time Period: **October**
Length: **1**
Status: **Published**

Enduring Understandings

- Sociologiest conduct research through a seven step process
- There are a number of research approaches.
- Correlation does not always indicate causation.
- Ethics guide sociologusts in their research.

Essential Questions

- How and why do sociologists conduct social research?
- What types of ethical issues affect sociological research?
- How does what you are looking for affect how you look at data?

Standards/Indicators/Student Learning Objectives (SLOs)

Students will define terms connected to sociological research.

Students will review current research in sociology.

Students will individually conduct research and then work with peers to create a group presentation

Students will read and summarize the research process.

Students will conduct an observation and record field notes

Students will examine various research methods.

Students will investigate and issue and apply the research process.

Students will demonstrate early understandings of sociology, sociological theory, and research

SOC.9-12.1.1	Students will identify sociology as a scientific field of inquiry.
SOC.9-12.1.1.1	Scientific method
SOC.9-12.1.1.2	Hypotheses
SOC.9-12.1.1.3	Independent and dependent variables

SOC.9-12.1.1.4	Scientific study of society
SOC.9-12.1.3.1	Surveys and interviews
SOC.9-12.1.3.2	Experiments
SOC.9-12.1.3.3	Observations
SOC.9-12.1.3.4	Content analysis
SOC.9-12.1.3.5	Research ethics
SOC.9-12.2.2	Students will analyze how culture influences individuals, including themselves.

Lesson Titles

- Current Research in Sociology
- The Spread of Hip Hop around the World Pg 19
- Introduction to Sociological Research - Sociology Close-up: How do sociologists conduct research? HMH
- Field Notes Activity/Lab - Applying What You Learned Who's at Your Table? HMH pg 28
- Causation and Correlation
- Research Methods
- Ethical Issues
- Unit 1 Review

21st Century Skills and Career Ready Practices:

- Civic Literacy
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Creativity and Innovation

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

- ELA
- Social Studies
- Psychology
- Technology
- SEL

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SCI.9-12.DL.1.6.2	Describe the development of reasoning and morality
SCI.9-12.DL.1.6.3	Describe identity formation
SCI.9-12.DL.1.6.4	Discuss the role of family and peers in adolescent development
SCI.9-12.SC.1.2.2	Describe effects of others' presence on individuals' behavior
SCI.9-12.SC.1.2.3	Describe how group dynamics influence behavior
SCI.9-12.SC.1.2.4	Discuss how an individual influences group behavior
SCI.9-12.SC.2.1.3	Discuss the relationship between culture and conceptions of self and identity
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as

	technological advancements and changes in the political and economic landscape.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Students will define terms connected to sociological research. (Remembering)
- Students will review current research in sociology. (Understanding)
- Students will individually conduct research on the spread of Hip Hop around the world and then work with peers to create a group presentation (Analyzing/Applying/Creating)
- Students will read and summarize the research process. (Understanding)
- Students will conduct an observation and record field notes (Applying)
- Students will examine various research methods. (Understanding)
- Students will investigate and issue and apply the research process. (Analyzing/Applying)
- Students will demonstrate early understandings of sociology, sociological theory, and research (Understanding/Applying)
- Delsea One
- SWAG

Modifications

Formative Assessment

Warm-up:

- What is scientific method?
- Define, Explain, Ask Questions about the research process
- What ethical issues are you facing?
- Questions from Yesterday

Anticipatory Set:

- Sociology & the Scientific Method: Crash Course Sociology #3 https://www.youtube.com/watch?v=ZIwyNIdgJBE
- Sociology Research Methods: Crash Course Sociology #4 https://www.youtube.com/watch?v=QwhK-iEyXYA
- Predict what you will find in your investigation
- Three words you associate with the topic of sociological research

Closure:

- Exit Tickets
- Whip Around
- Five W's of your research project
- Questions for Tomorrow
- Pair-Share-Out-the-Door "What will you do next?"
- Three Minute Essay- "What did you learn during the research process?"
- Reflective journal entries "What unexpected challenges did you find during your research?"
- Stand and Tell about your experiences

Summative Assessment

- Lab
- Projects -
-   https://docs.google.com/document/d/1HsSFz_r6I3RmmXsFmUR0DisZ_nFOqz8AzZo_OtFkUiI/edit?usp=sharing
-   https://docs.google.com/document/d/1i859ZONsE7HNuTe8Ys_WQXzSW_xd4NDF2L-g8NgFx8Q/edit?usp=sharing
- Presentations
- Quizzes
- Journals

Benchmark (Assessments):

Skills-based assessment
Reading responses
Writing responses

Alternative Assessment(s):

Performance tasks
Project-based assignments

Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Resources & Materials

- Chapter 2 Sociological Research
- Sociology & the Scientific Method: Crash Course Sociology #3
- Sociology Research Methods: Crash Course Sociology
- HMH Sociology Book
- [Research topics in Sociology](#)
- [Introduction to Sociology](#) Online
- (Macionis) Sociology Book
- Sociology: A Down-to-Earth Approach (Henslin) Online http://studylib.net/doc/8334831/the-sociological-perspective
- Down to Earth Sociology: Introductory Readings (Henslin)
- You May Ask Yourself (Dalton Conley)
- Sociological Cinema
- Chromebooks
- Internet
- http://www.rhymezone.com/ Rhyming website
- Google Classroom
- Pinterest
- Google Keep
- Google Trends
- Twitter
- Piktochart
- Powtoon
- http://delsearegional.flipsnackedu.com/my-flipbooks/
- Podcasts
- Aurasma
- Creative Commons
- ClassDojo
- Kahn Academy
- TedTalks
- Padlet