

# Unit #1: The Sociological Point of View

Content Area: **Social Studies**  
Course(s): **Sociology**  
Time Period: **First Marking Period**  
Length: **5 Weeks**  
Status: **Published**

## Unit Overview

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This unit focuses on the development of sociology as a social science. The early work of the most influential sociologists is reviewed to identify the three broad theoretical perspectives that form the basis of modern sociology.

## STAGE 1- DESIRED RESULTS

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### The College, Career, and Civic Life (C3) Framework for Social Studies

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SOC.9-12.1	The Sociological Perspective and Methods of Inquiry
SOC.9-12.1.D2.Soc.1.9-12	Explain the sociological perspective and how it differs from other social sciences.
SOC.9-12.1.D2.Soc.2.9-12	Define social context in terms of the external forces that shape human behavior.
SOC.9-12.1.D2.Soc.3.9-12	Identify how social context influences individuals.
SOC.9-12.1.D2.Soc.4.9-12	Illustrate how sociological analysis can provide useful data-based information for decision making.
SOC.9-12.1.D2.Soc.5.9-12	Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.
SOC.9-12.2	Social Structure: Culture, Institutions, and Society
SOC.9-12.2.D2.Soc.6.9-12	Identify the major components of culture.
SOC.9-12.2.D2.Soc.7.9-12	Cite examples of how culture influences the individuals in it.
SOC.9-12.2.D2.Soc.8.9-12	Identify important social institutions in society.
SOC.9-12.2.D2.Soc.9.9-12	Explain the role of social institutions in society.
SOC.9-12.2.D2.Soc.10.9-12	Analyze how social structures and cultures change.
SOC.9-12.3	Social Relationships: Self, Groups, and Socialization
SOC.9-12.3.D2.Soc.11.9-12	Analyze the influence of the primary agents of socialization and why they are influential.
SOC.9-12.3.D2.Soc.12.9-12	Explain the social construction of self and groups.
SOC.9-12.3.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.

SOC.9-12.3.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.
SOC.9-12.4	Stratification and Inequality
SOC.9-12.4.D2.Soc.15.9-12	Identify common patterns of social inequality.
SOC.9-12.4.D2.Soc.16.9-12	Interpret the effects of inequality on groups and individuals.
SOC.9-12.4.D2.Soc.17.9-12	Analyze why the distribution of power and inequalities can result in conflict.
SOC.9-12.4.D2.Soc.18.9-12	Propose and evaluate alternative responses to inequality.

## **Essential Questions**

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- What is sociology, and what does it mean to have a sociological imagination?
- How is sociology similar to and different from other social sciences?
- What factors contributed to the creation of sociology?
- What are the contributions of Comte, Spencer, Marx, Durkheim, Martineau and Weber to the development of sociology?
- In what ways do the three main theoretical perspectives in sociology differ in their focus?

## **Enduring Understanding**

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- Sociology is the social science that studies human society and social behavior. Sociological imagination helps people view their lives within a larger social and historical context and gain insight into how the social environment shapes them and vice versa.
- Social Sciences are the disciplines that study human social behavior or institutions and functions of human society in a scientific manner.
- Sociology developed in the 1800's primarily in response to social problems produced by sweeping political changes.
- Comte was interested in social order and social change, Spencer focused on social Darwinism, Marx on the social effect of economic power and imbalances, Durkheim studied the function of different elements of society in maintaining social order while Weber was interested in the effects of society on the individual. Martineau focuses studies on women's rights and social equality.
- The Functionalists see society as a set of interrelated parts that work together to produce a stable social environment. Conflict Theories focus on forces in society that promote competition and change.

## **Students will know...**

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- The influence of the Enlightenment/Revolution
- Classical Sociological theory
- The emergence of American Sociology
- Sociological Theory
- Functionalism
- Conflict theory
- Symbolic interaction
- Exchange-rational choice
- Feminist theory
- Basic Sociological Concepts
- Social interaction
- Social structure
- Social Change

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**Students will be able to...**

- Describe what sociology is and explain what it means to have a sociological imagination.
- Explain how sociology is similar to and different from other social sciences.
- Depict how the field of sociology developed.
- Justify how the three main theoretical perspectives in sociology differ in their focus

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**STAGE 2- EVIDENCE OF LEARNING**

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**Formative Assessment During Lesson**

- 3- Minute Pause

- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

### **Authentic Assessments- Suggested**

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- Students will create a Facebook style poster for a modern sociologist.
- Students will create a current event journal and respond based on taking on the role of an early sociologist.
- Students will debate the impact of the early sociologists.
- Students will construct a presidential campaign for a modern sociologist.
- Students will judge the validity of feminism via a study done within LHS.

### **Traditional Assessments**

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- Unit test on Comte, Spencer, Marx, Durkheim, Martineau and Weber.
- Peer evaluations of Facebook projects on modern sociologist.
- Problem Solving Activity: The students will create a model society in a group based off one early sociologist's beliefs.
- Essay Test: The students will argue for or against Marxism based on two article reviews.

- Oral Examination: The students will recite and defend a quote from one of the early sociologists.

## **STAGE 3- LEARNING PLAN**

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### **Instructional Map**

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#### **Introducing the Unit:**

PowerPoint style presentation focusing on origins of Sociology, famous sociologists

#### **Development of Main Concepts:**

#### **Exploring the Main Ideas:**

Students will work in groups. Students will assume the role of a talk show host and a sociologist. A current event will be chosen to discuss and students will write a script to highlight how a sociologist would view/handle the current event.

#### **Mastering the Content:**

Students will create a Facebook style poster for a modern sociologist. They will explain the views of the sociologist. It will be maintained throughout the unit. Other students must “comment” on other posters as the sociologist that they have chosen.

**Assessing the Learning:** At the end of the unit a review will be given. This can be done as a lecture or as a game. (Jeopardy style with class in teams and extra credit being awarded to the winning team) Then a formal exam is to be issued and graded.

### **Modifications/Differentiation of Instruction**

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Enter specific modifications for:

ELL

Special Needs

Reaching Level

Challenge

## **Modification Strategies**

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- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

## **Differentiation Strategies**

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### **High Preparation Differentiation**

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- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts

- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

## **Low Preparation Differentiation**

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- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

## **Horizontal Integration- Interdisciplinary Connections**

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## **Vertical Integration- Discipline Mapping**

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## **Additional Materials**

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## Articles on Marx and Capitalism

<http://rdwolff.com/content/ideological-state-apparatuses-consumerism-and-us-capitalism-lessons-left>

[http://www.nytimes.com/2014/04/20/opinion/sunday/douthat-marx-rises-again.html?\\_r=0](http://www.nytimes.com/2014/04/20/opinion/sunday/douthat-marx-rises-again.html?_r=0)

## Social Perspective:

<http://www.asanet.org/introtosociology/StudentResources/Exploring%20Data%20Resources/DataSocialExplan1.html>

<http://www.asanet.org/introtosociology/StudentResources/Supplemental%20Resources/GladwellOnZimbardoXmt2.html>

Sociology in Our Times Edition 5 [Diana Kendall](#)