

Unit #2: Sociological Research and Ethics

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

Unit Overview

This unit focuses on the use and construction of theory with the application of diverse research methods to answer sociological questions. Recent and past studies of different sociologists will be observed and analyzed for their research process, effectiveness, ethical background, results and influence on sociology.

STAGE 1- DESIRED RESULTS

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

D2.Soc.4.9-12. Illustrate how sociological analysis can provide useful data-based information for decision making.

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

Essential Questions

- What is the relationship between theory and research?
- What are the steps in the conventional research process?
- What can qualitative methods add to our understanding of human behavior?
- Why is it important to have a variety of research methods available?
- Why is the code of ethics for sociological research necessary?

Enduring Understanding

- Sociological research answers questions through a direct and systematic collection and analysis of data.

- Quantitative research focuses on data that can be measured with numbers; while qualitative research focuses on words to analyze underlying meanings and patterns in society.
- The conventional research method is based on six steps.
- The main types of research methods are secondary analysis of data, field research, surveys, and experiments.
- Sociologists must follow guidelines and make sure that their research is ethical.

Students will know...

I. Key Ideas / Concepts

- Bring to fruition that sociological research provides a factual and objective way to analyze society.
- Create their own sociological research and follow the steps of the conventional research model.
- Compare and contrast studies done by using qualitative and quantitative research methods.
- Defend the need for following ethical code when conducting research.

II. Possible Misunderstandings

III. Key Terms and Content Vocabulary

- The Research Process
- Scientific method
- Stages of research
- Qualitative and quantitative research
- Inductive/deductive reasoning
- Methods of Inquiry
- Survey Research
- Interviews
- Participant observation
- Content Analysis
- Comparative and historical analysis
- Probability and Statistical Analysis
- Research Ethics

Students will be able to...

- Students will create a sociological study to be conducted in LHS.
- Students will create a journal of current events.

- Students will debate the impact of the observer on sociological studies.
- Students will construct a remake of a past sociological study.
- Students will judge the validity of a past sociological study.

STAGE 2- EVIDENCE OF LEARNING

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

- Bring to fruition that sociological research provides a factual and objective way to analyze society.
- Create their own sociological research and follow the steps of the conventional research model.

- Compare and contrast studies done by using qualitative and quantitative research methods.
- Defend the need for following ethical code when conducting research.

Benchmark Assessments

STAGE 3- LEARNING PLAN

Instructional Map

Introducing the Unit:

PowerPoint on Research methods and ethical issues

Development of Main Concepts:

Students will read and discuss text related material relating to different sociological studies.

Exploring the Main Ideas:

Students will work in groups to create a sociological study to be completed in school.

Mastering the Content:

Students will analyze their findings and compare them to established sociological surveys.

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

Modification Strategies

- 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

High Preparation Differentiation

- 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

- 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

Vertical Integration- Discipline Mapping

Additional Materials

Research:

- <http://www.asanet.org/introtosociology/Documents/Persell%20Methods%20Reading11.htm>
- <http://www.asanet.org/introtosociology/Documents/MethodsDocuments/KrippnerMakingSocialArgument.html>

- <http://www.asanet.org/introtosociology/StudentResources/Exercise%20Resources/Ex12TestingHypotheses.html>

Articles:

- <http://www.socresonline.org.uk/home.html>
- Sociology in Our Times Edition 5 [Diana Kendall](#)