

# Unit 2: Sociological understanding 2

Content Area: **Social Studies**  
Course(s): **Sociology**  
Time Period: **Semester 1 & 2**  
Length: **2 weeks**  
Status: **Published**

## Standards

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SOC.6.3	Active Citizenship in the 21st Century Civics, Government, and Human Rights: Participation and Deliberation Civic participation and deliberation are essential characteristics of productive citizenship. Civics, Government, and Human Rights: Human and Civil Rights Governments around the world support universal human rights to varying degrees.
SOC.6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. Geography, People, and the Environment: Global Interconnections Global interconnections create complex spatial patterns at multiple scales that continue to change over time. Economics, Innovation, Technology: Global Economy Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.

## Enduring Understandings

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Sociology is a science: Sociologist work with Data

Students will understand that culture influences the daily lives of people.

Student can identify the research methods used by sociologists and explain it to others.

Student can identify the research methods used by sociologists, but cannot explain it to others.

With help of peers and/or teacher, student can identify the research methods used by sociologists.

Student can identify some of the research methods used by sociologists.

Student cannot identify the research methods used by sociologists.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

## **Essential Questions**

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How do we define Sociology and understand the basic components of the Sociological perspectives?

In what ways do social forces affect our everyday lives?

How and why do we label people?

What terms and or labels that other people use to describe do we embrace and why?

## **Knowledge and Skills**

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Students will understand that culture influences the daily lives of people.

How does this occur, what parts of culture affect society

In what ways does the changing dynamic of people influence this change

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## **Transfer Goals**

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Students will be able to independently extract rationale understanding as to why societies label people and how they use those labels for power and control.

Students will be able to independently identify labels as modeling behavior that allows societies to define positive and negative behaviors

## **Resources**

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### **Sociology in Our World 6th edition: textbook**

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

### **The Society Pages: Sociology Toolbox**

[https://thesocietypages.org/toolbox/teaching\\_sociology/](https://thesocietypages.org/toolbox/teaching_sociology/)

### **American Sociology Association**

<https://www.asanet.org/teaching-learning/resources-high-school-sociology>

### **Teaching High School Sociology**

<http://teachinghighschoolsociology.blogspot.com/#sthash.DaKVtkUb.dpbs>

### **Revise Sociology**

<https://revisesociology.com/good-sociology-sites/>

### **Sociology Central:**

<http://www.sociology.org.uk/rload.htm>

### **Video Resources:**

<http://sociologythroughdocumentaryfilm.pbworks.com/w/page/17194965/FrontPage>

<https://freedomtoteach.collins.co.uk/influential-inspirational-films-sociology-students/>

### **Additional Online Resources:**

<https://www.albert.io/>

<https://newsela.com/>

<https://guides.jstor.org/sociology>

### **Assessments**

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<https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBek7lih12Q0ckKSTC4TMUXs/edit>

### **Modifications**

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<https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fit8XsUIe3K1VSG7nxuc4CpCec/edit>