Unit 1: History and Research Methods of Sociology Copied from: Sociology, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Sociology, 11th/12th grade

Unit 1: History and Research Methods of Sociology

Belleville Board of Education

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Unit Overview

Unit 1:

- examine how Sociology developed into a social science through use of sociological perspective.
- understand how the beginning of Sociology evolved into a discipline through studying the development of the academic discipline of sociology.
- analyze how social structure is the network of interrelated statuses and roles that guide human interaction.
- identify the five common forms of social interaction: exchange; competition; conflict; cooperation; accommodation.
- recognize that groups are the foundation of social life and differ in terms of size, organization and purpose.

Enduring Understanding

- Social upheaval in Europe (Enlightenment) during the late 1700s and 1800s encouraged scholars to closely study society which led to the development of the academic discipline of sociology
- Sociology employs three major theoretical perspectives – functionalism, which focuses on order and stability; conflict, which focuses on power relations; and interactionism which focuses on how individuals interact with one another in everyday life.
- Sociologists use several approaches to conduct research in which all leads to sociologists follow a seven step research process.

Essential Questions

1. How can a sociological perspective help you understand human action?
2. What factors led to the development of sociology?
3. How do theoretical perspectives explain the nature of social life?
4. What are the main components of social structure and what are their effects on interaction?
5. What are the five common types of social interaction and how do they affect social structure?
6. How do sociologists classify and categorize societies?
7. What the forms and functions of groups within society?

Exit Skills

By the end of Unit 1, students should be able to:

- apply domain-specific vocabulary in their verbal and written responses, essays and papers.
- choose a side to a query and provide logical argument for their choice.
- deductively use new information and logically apply this evidence to a related problem.
- inductively gather information and deduce a theory based on their findings.
- gather information in meaningful clusters and apply their findings to specific problems.

New Jersey Student Learning Standards (NJSLS-S)

1.1	Students will identify sociology as a scientific field of inquiry.
1.1.1	Scientific method
1.1.2	Hypotheses
1.1.3	Independent and dependent variables
1.1.4	Scientific study of society
1.2	Students will compare and contrast the sociological perspective and how it differs from other social sciences.
1.2.1	Impact of social context on human behavior
1.2.2	Social construction of reality
1.2.3	Sociological imagination
1.3	Students will evaluate the strengths and weaknesses of the major methods of sociological research.
1.3.1	Surveys and interviews
1.3.2	Experiments
1.3.3	Observations
1.3.4	Content analysis
1.3.5	Research ethics
1.4	Students will identify, differentiate among, and apply a variety of sociological theories.
1.4.1	Functionalist perspective
1.4.2	Conflict theory
1.4.3	Symbolic interaction

Interdisciplinary Connections

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
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.9-12.1.2.1	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
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.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
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.

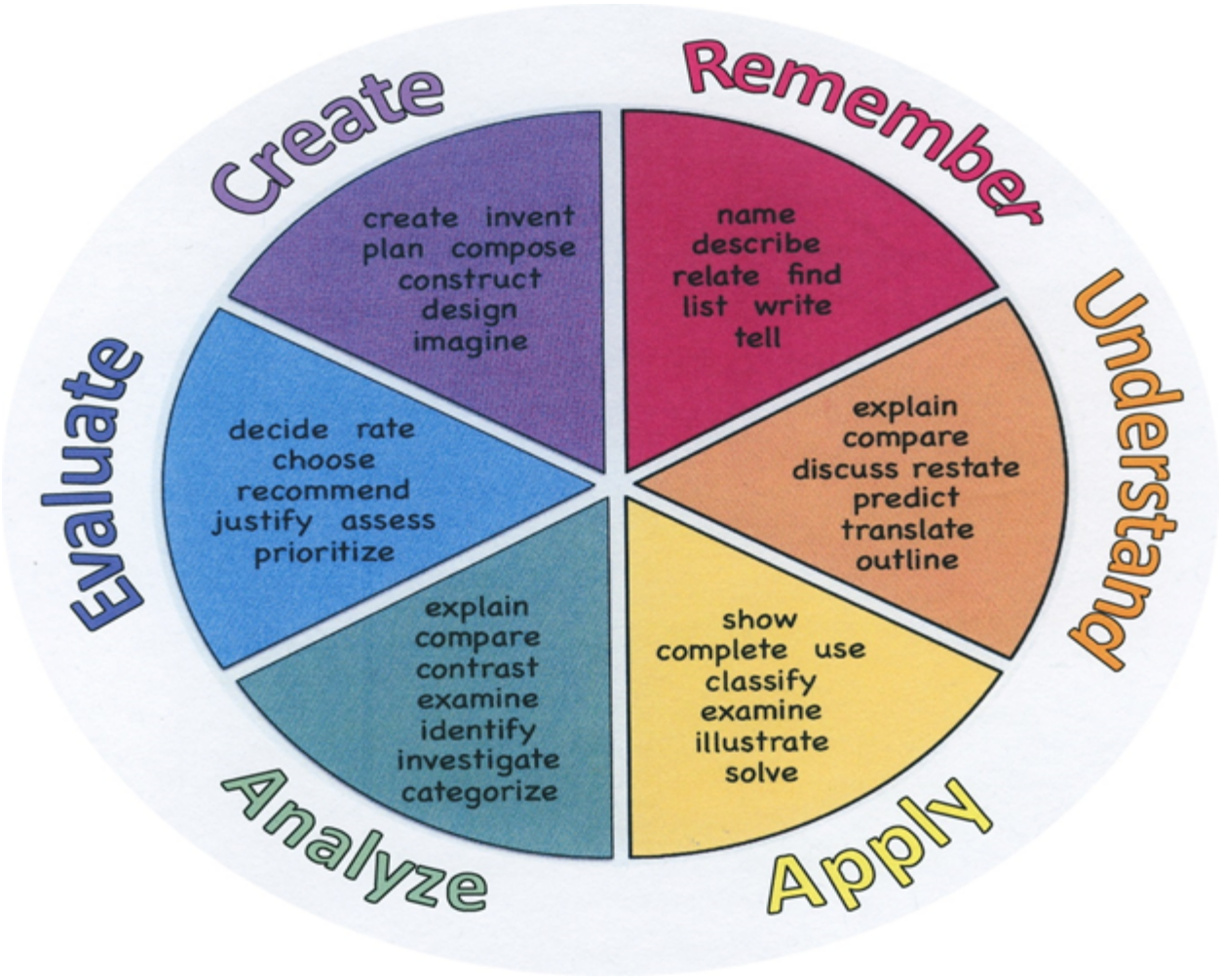
Learning Objectives

The students will be able to:

- Discover Sociological Perspective
- Identify the Social Sciences disciplines
- Evaluate the factors that led to the development of Sociology
- Identify Founding Scholars of Sociology
- Evaluate the 3 major theoretical paradigms of Sociology
- Discover different methods of sociological research
- Examine the components of sociological perspective.
- Explain the importance of a global perspective.
- Examine how social marginality and social crisis encourage people to use sociological perspective.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Establish sociological context by checking for understanding about research methods.
- Analyze the various methods used by sociologists to find the research needed to conduct their studies.
- Explain how certain cultural groups live.
- Build foundation through vocabulary and key people identification such as
- Analyze and create a Google Slides to explain the impact sociological concepts have on everyday life.
- Use of primary sources from multiple perspectives including view point, culture and class
- Use of Ebook to interactively use the textbook through videos, pictures, audio etc
- Present research methods and explain how they are used in society today.
- Research and collect sociological evidence on which research method is used more accurately.

Assessment Evidence - Checking for Understanding (CFU)

- **Use of Exit Tickets to conclude the lesson on Research methods and how they are used - summative assessment**
- **Student Presentations on a specific research methods and use Evaluation Rubrics - benchmark assessment**
- **Quickwrite -formative assessment**
- **Written reports; essays; Slides presentations; Recreations - alternate assessment**

- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Journals
- KWL Chart
- Multimedia Reports
- Outline
- Quickwrite
- Quizzes
- Self- assessments
- Surveys
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Sociology - HMH Social Studies Textbook

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Various Movies: 30 Days with Morgan Spurlock; YouTube Videos; Traffic Video clip

Ancillary Resources

- NEWSELA
- COMMONLIT
- In the Trenches: Teaching and Learning Sociology Maxine P. Atkinson, Kathleen S. Lowney, W. W. Norton, Incorporated, 2016 - Sociology - 368 pages

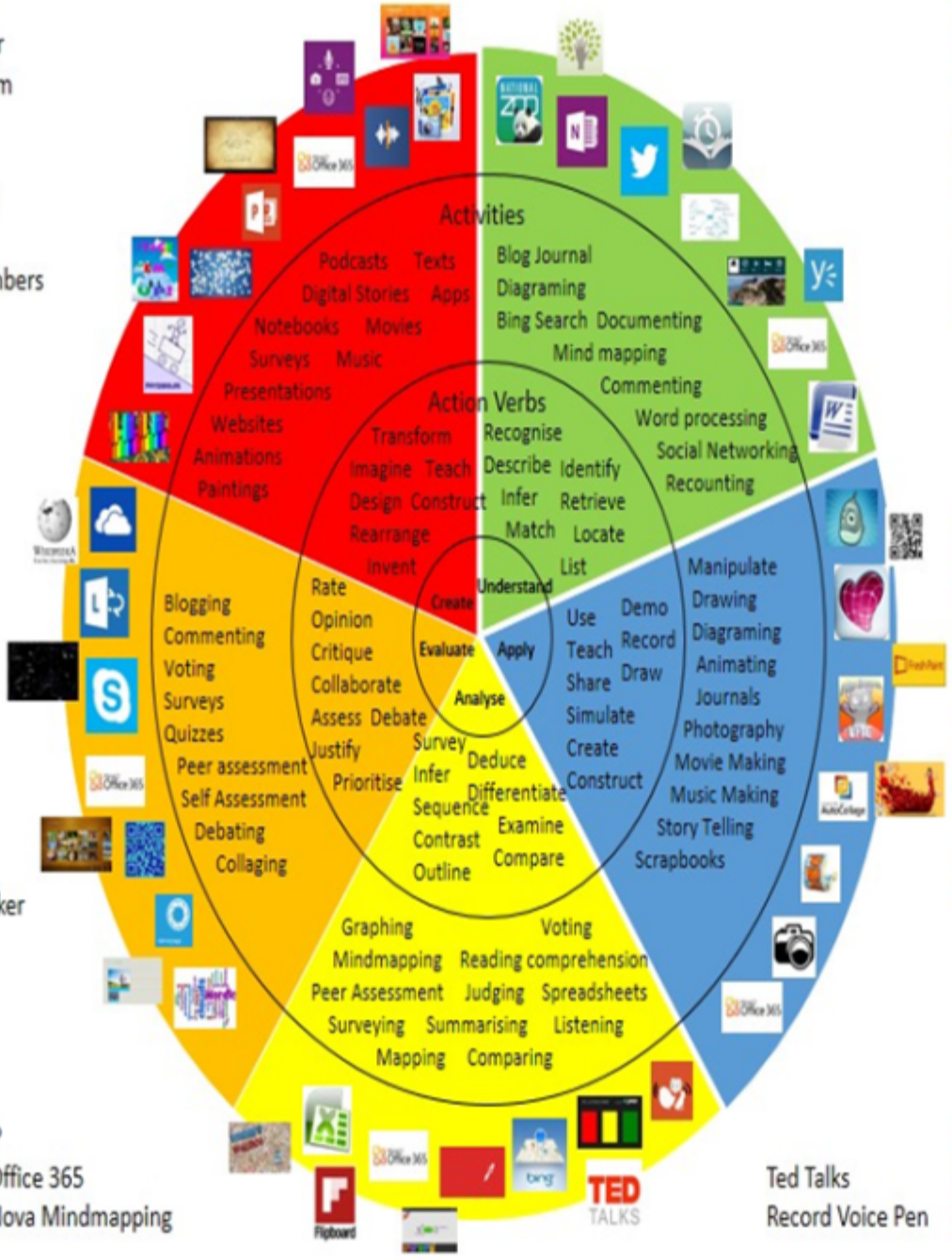
Technology Infusion

- Create a PPT; Google Slides; Slidesmania describing how specific research methods can be used at different times.
- Make an interactive website about how the history of Sociology affects the world we live in today.
- Use of Google Chrome Books
- Google Classroom to communicate information to the students
- Various Online tools
- Online Databases from BHS Media Center
- Use of Flipgrid when utilizing student presentations

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

Research fields of sociology

How Sociologists influences political systems

Analyze the Women's Movement

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

21st Century Skills/Interdisciplinary Themes

Communication and Collaboration

Information Literacy

Media Literacy

ICT (Information, Communications and Technology) Literacy

Life and Career Skills

Creativity and Innovation

Critical Thinking and Problem Solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Study guides
- Teacher reads assessments aloud
- Rephrase written directions
- Additional time
- Preview vocabulary
- Preview content & concepts
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology

- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Project-based learning
- Problem-based learning
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Extended time for Journals about various research methods.

Check students progress as they take notes on research methods and apply it to a major research assignment.

Use of vocabulary to introduce content.

Various choices of assessments with leveled rubrics

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

allowing students to work with other English speaking students on specific assignments

true/false assessments about research methods.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing

- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

provide a unit syllabus to help students stay focused

use real life examples when teaching about the struggles of the use of research methods.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

debate about which research method is most influential and has the best results

investigate the ways society reacts to various socialization aspects and how research methods can investigate these.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Sociology - Research

NJSLS

Interdisciplinary Connection: English

Statement of Objective: To examine how social marginality and social crisis encourage people to use the sociological perspective.

Anticipatory Set/Do Now: Journal Question

Learning Activity: Structured Controversy

Student Assessment/CFU's:

Materials: textbook, PPT

21st Century Themes and Skills: Information and Media Literacy

Differentiation:study guides provided on the class website

Integration of Technology:

QP: What makes us “us”? What makes you who you are? Your culture? Family? Surroundings?

1. Students: Read Body Ritual among the Nacirema.
2. Annotate the document.
3. Find at least five interesting facts individually. Then discuss it with your groups and come to a conclusion.

Review as a class. - Breakdown