

# Unit 6: Applying, Careers, Case Studies, Research and Evaluation, Culminating Project

Content Area: **Template**

Course(s):

Time Period:

Length:

Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Unit 6: Applying, Careers, Case Studies, Research and Evaluation, Culminating Project

### Learning Objectives

- In addition to the two main types of sociological research, students will be able to understand other methods of research including: archival research, content analysis, experimental research, survey research, life history, and longitudinal study.
- Students will be able to evaluate a piece of sociological research and how its implications to the development of social policies and programs.
- Students will be able to understand the two main types of sociological research: Quantitative and Qualitative methods.
- Students will conduct research using either the ERIC and/or Ebscohost databases.
- Students will discuss where their culture originated, how it arrived in America, and how it has adapted to American society.
- Students will familiarize themselves with possible careers they can have in the field of Sociology.
- Students will learn the importance of observation including both participant and non-participant.
- Students will learn what a case study is, why a case study is used, and the importance of case studies to Sociology.
- Students will use their artistic major in their paper.
- Students will write a paper based on their culture and/or heritage.
- Teachers may supplement the case studies from the textbook, with additional case studies of their own choosing.
- This section of the course can be completed either during the semester as they are introduced when appropriate to the material being discussed, or towards the close of the semester after all key learning of the course has taken place.
- To have the students take what they learned in the first part of the class and apply it to things that occur in everyday life.

- To help students become more familiar with cultural diversity not only in the United States, but also their school and community.

## Standards

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SOC.6.1.12.CivicsPI.14.b	Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
SOC.6.2.12.CivicsPI.6.a	Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
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.

## Instructional Tasks/Activities

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- After reading about the career, students will be asked to research the requirements for a particular career discussed in that section.
- After reading the various sections, students will be able to complete questions which incorporate analyzing, evaluating and critical thinking skills.
- After researching, students will be able to write a short paper on that career and share their findings with their fellow classmates.
- Students are given a piece of sociological research and/or sociological study in which they must identify and explain the flaws in the piece of research.
- Students while conducting research, must use research gathered using either ERIC and/or Ebscohost databases.
- Students while writing their paper, will incorporate their artistic major.
- Students will also complete questions, which include questions that incorporate analyzing, evaluating and critical thinking skills.
- Students will begin by defining the two main types of sociological research, quantitative and qualitative, respectively.
- Students will complete various case studies by reading and taking notes on the particular case study discussed.
- Students will familiarize themselves with the case study that is introduced by the teacher. A case study being defined as the collection and presentation of detailed information about a particular participant or small group, frequently including the accounts of subjects themselves.
- Students will present a portion of their paper to their fellow classmates.
- Students will then answer questions to check for understanding and comprehension about a particular case study.
- Students will then begin to choose which elements of their culture and/or heritage to incorporate into their paper.
- Students will then complete an activity of the aspects they read about.
- Students will then define and understand other methods of research including: archival research, content analysis, experimental research, survey research, life history, and longitudinal study.
- Students will write a 4-6 page paper on the cultural adaptation of their culture and/or heritage to the American lifestyle.

- Students write a response explaining the similarities and differences between participant and non-participant observation.
- Throughout the semester students will read about specific careers relating to the field of Sociology.
- Throughout the semester, students will read about cultural diversity.
- Throughout the semester, students will read about specific aspects relating to each unit covered.

## **Assessment Procedure**

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- 4-6 page paper on the cultural adaptation of their culture and/or heritage
- class discussions
- class projects including short papers/essays
- Classroom Total Participation Technique
- Classwork
- classwork/homework
- Daily journals
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- power points
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- teacher observation
- Test
- tests/quizzes
- The oral presentation of their culture and/or heritage, which includes an artistic component
- Worksheet

## **Recommended Technology Activities**

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- Chromebook
- Gimkit

- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test

- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Resources**

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- Ebscohost
- ERIC
- Other Internet sites provided by the teacher and text book
- Power Point
- Sociology: The Study of Human Relationships
- Teacher made handouts
- Word
- [www.go.hrw.com](http://www.go.hrw.com)