OLd Unit 2: Soc Hon - Research

Content Area: **Social Studies**
Course(s):   **Sociology**
Time Period: **Marking Period 2**
Length: **6 weeks**
Status: **Published**

Standards

How can we use research to understand social issues?

What do our choices tell us about ourselves? What makes you select a certain research topic or research method?

LA.11-12.	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations-the former providing broad standards, the latter providing additional specificity.
LA.11-12.CCSS.ELA-Literacy.WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
SOC.9-12.6.1.12	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.9-12.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.9-12.6.1.12.C.13.a	Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.
SOC.9-12.6.1.12.C.13.c	Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.
SOC.9-12.6.1.12.C.14.b	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
SOC.9-12.6.1.12.D	History, Culture, and Perspectives
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SOC.9-12.6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
SOC.9-12.6.1.12.D.6.a	Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
SOC.9-12.6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
SOC.9-12.6.1.12.D.14.c	Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.
SOC.9-12.6.1.12.D.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

SOC.9-12.6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
SOC.9-12.6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
SOC.9-12.6.2.12.A.4.a	Explain the rise of fascism and spread of communism in Europe and Asia.
SOC.9-12.6.2.12.B.5.b	Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
SOC.9-12.6.2.12.C.1.a	Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
SOC.9-12.6.2.12.C.1.b	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
SOC.9-12.6.2.12.C.1.d	Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
SOC.9-12.6.2.12.C.1.e	Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
SOC.9-12.6.2.12.C.3.a	Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding.
SOC.9-12.6.2.12.C.3.c	Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
SOC.9-12.6.2.12.C.3.e	Assess the impact of imperialism on economic development in Africa and Asia.
SOC.9-12.6.2.12.C.5.e	Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
SOC.9-12.6.2.12.D.2.c	Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.
SOC.9-12.6.2.12.D.3.c	Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.
SOC.9-12.6.2.12.D.4.c	Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.
CCSS.ELA-Literacy.L.11-12.1.a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
CCSS.ELA-Literacy.L.11-12.1.b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
CCSS.ELA-Literacy.L.11-12.2.a	Observe hyphenation conventions.
CCSS.ELA-Literacy.L.11-12.2.b	Spell correctly.
CCSS.ELA-Literacy.L.11-12.3.a	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
CCSS.ELA-Literacy.L.11-12.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.11-12.4.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
CCSS.ELA-Literacy.L.11-12.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCSS.ELA-Literacy.W.11-12.2.b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples

	appropriate to the audience's knowledge of the topic.
CCSS.ELA-Literacy.W.11-12.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CCSS.ELA-Literacy.W.11-12.3.a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CCSS.ELA-Literacy.W.11-12.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.11-12.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-Literacy.W.11-12.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-Literacy.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Goals/Objectives

- Research - break down process
- Research - Decide on resources
- Research - decide upon topic
- Research - Draft first part of research
- Research - give and receive edits
- Research - incorporate edits and improve product
- Research - receive approval for sources
- Research - receive topic approval
- Students will master the content of related chapter.
- Students will use continuous improvement model in self-assessment

Content

Sociology Honors textbook: <u>SOCIOLOGY</u> John J. Macionis, 14th Ed. 2012

I. Basics of Sociolocial Investigation

- Science as one type of truth
- Common sense vs. scientific evidence

II. Three Ways to Do Sociology

- Positivist Sociology
- Interpretive Sociology
- Critical Sociology

III. Research Orientation and Theory

IV. Gender and Research

V. Research Ethics

VI. Methods of Sociological Research

- Testing a Hypothesis
- Survey Research
- Participant Observation
- Using available data: existing sources

VII. The Interplay of Theory and Method

VIII. 10 steps

- I.a Science as one type of truth
- I.b Common sense vs. scientific evidence
- I.Basics of Sociological Research
- II. 3 Ways to Do Sociology
- II.a Positivist Sociology
- II.b Interpretive Sociology
- II.c Critical Sociology
- III. Research Orientation and Theory
- IV. Gender and research
- V. Research Ethics
- VI. a Testing a hypothesis
- VI. b Survey research
- VI. c Participant Observation
- VI. d Using available data

- VI. Methods of Sociological Research
- VII. The Interplay of Theory and method
- VIII. the 10 Steps
- VIIIa. What is your topic?
- VIIIb. What have others learned?
- VIIIc. What exactly are your questions?

Skills

- Analyze charts & tables
- Assess validity of sources
- Break a project into manageable units
- Comprehend geopolitical issues
- Debate
- Group leadership
- Identify main ideas; distiguish details
- Incorporate new data
- Incorporate the opinions of others
- Manage a project
- Manage contingencies
- Media literacy
- Perform research in online data bases
- Perform Systems Thinking
- Read and analyze primary sources
- Speak to inform
- Summarize from multiple sources
- Think critically
- Understand political, economic and physical maps
- Write formally

Instructional Strategies

Assessment of Learning

- Debate
- Discussion/questioning
- Effective email communication
- Graphic Assessment
- Mapping
- Pre-test
- Primary Source analysis
- Projects
- Quiz
- Quiz - pop
- Research paper
- Secondary Source analysis
- Test
- Verbal questioning
- Writing

Differentiation

- Choice of books
- Independent research and projects
- Personal agendas
- Re-teach
- Stations/Centers
- Supplemental materials

Technology

- Calculators
- Computer Lab/Laptops
- DVDs/CDs/Videos/TV
- Handhelds
- Internet Resources
- iPads
- Overhead Transparencies
- PowerPoint

TEC.9-12.8.1.12.A.1   Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.

TEC.9-12.8.1.12.D.2	Demonstrate appropriate use of copyrights, fair use and creative commons.
TEC.9-12.8.1.12.F.1	Select and use specialized databases for advanced research to solve real world problems.
TEC.9-12.8.1.12.F.2	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.
	Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

21st Century Themes

- Business, Financial, Economic and Entrepreneurial Literacy
- Civic Literacy
- Global Perspectives
- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Information Literacy
- Life and Career Skills
- Media Literacy

WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.9-12.9.1.12.1	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
WORK.9-12.9.1.12.2	Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross-cultural teams in face-to-face and virtual environments.
WORK.9-12.9.1.12.2	There are ethical and unethical uses of communication and media.
WORK.9-12.9.1.12.2	Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
WORK.9-12.9.1.12.B.2	Create and respond to a feedback loop when problem solving.
WORK.9-12.9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
WORK.9-12.9.1.12.C.4	Demonstrate leadership and collaborative skills when participating in online learning

communities and structured learning experiences.

WORK.9-12.9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
WORK.9-12.9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
WORK.9-12.9.1.12.D.3	Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
WORK.9-12.9.1.12.E.1	Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
WORK.9-12.9.1.12.E.5	Compare laws governing the unethical use of media in different countries.
WORK.9-12.9.1.12.F.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
WORK.9-12.9.1.12.F.4	Explain the impact of computer hacking on products and services.
WORK.9-12.9.1.12.F.6	Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.
WORK.9-12.9.2.12.A.1	Analyze the relationship between various careers and personal earning goals.
WORK.9-12.9.3.12.4	There is a relationship between personal behavior and employability.
WORK.9-12.9.3.12.C.21	Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.

Interdisciplinary Connections

- Art
- Business
- Math
- Music
- Science
- Social Studies
- World Languages