

Sociology: Sociological Perspective

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze historical evidence in order to evaluate the influence and impact of perspective - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Soc.1.9-12. Explain the sociological perspective and how it differs from other social sciences. - Soc.2.9-12. Define social context in terms of the external forces that shape human behavior. - Soc.3.9-12. Identify how social context influences individuals. - Soc.4.9-12. Illustrate how sociological analysis can provide useful data-based information for decision making. - Soc.5.9-12. Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis. - His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. - His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. - His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced. - His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. - His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.	Transfer	
	<i>Students will be able to independently use their learning to make informed decisions based upon their understanding sociological perspective.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - history is interpretive; and people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. - no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. - group memberships and identities provide or deny certain opportunities and power.	ESSENTIAL QUESTIONS Does sociology actually influence society?
	Acquisition	
	<i>Students will know...</i> - that sociology is the study of society. - that sociologists use social facts and employ the sociological imagination to design and conduct research and to help them to apply the results of research in society. - how sociology's focus differs from and is similar to the focus of each of the other social sciences. - that sociology began as a branch of philosophy. - that the social science of sociology grew out of the unrest caused by the rapid social, political, and scientific changes that took place during the seventeenth and eighteenth centuries. - that European thinkers such as Auguste Comte, Herbert Spencer, Karl Marx, Emile Durkheim, and Max Weber proposed different theories about how society could be studied and understood. - that early sociologists combined research with a strong interest in working to solve social problems	<i>Students will be skilled at...</i> - differentiating the sociological perspective from other social sciences. - defining social context. - identifying the influences of social context. - illustrating how data from sociological analysis is used in decision making. - providing examples of strengths and weaknesses. - analyzing influences on historical perspectives - analyzing the influence of perspective on both historical record and interpretations of history.

	such a poverty. • that modern sociologists adopt a theoretical perspective to understand how various factors affect the structure of society and individuals and groups within society. • that three broad theoretical perspectives form the basis of modern sociology and include the functionalist perspective, the conflict perspective, and interactionist perspective. <u>vocabulary</u>: sociology, social interaction, sociological imagination, anthropology, psychology, economics, political science, history, conflict perspective, enlightenment, functionalist perspective, Industrial Revolution, interactionist perspective sociological imagination	
Content Area Literacy Standards		21st Century Skills
• RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. • RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. • RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. • RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. • RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources • WHST.11-12.1 Write arguments focused on discipline-specific content. WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. • 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. • WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.		• <i>reason effectively</i> • <i>make judgments and decisions</i> • <i>solve problems</i> • <i>think creatively</i> • <i>communicate clearly</i> • <i>collaborate with others</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	