



Unit Planner: Sociological Imagination- Looking At Our World

English 8

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High School > 2018-2019 > Grade 12 > English Language Arts > English
8 (C) > Week 22 - Week 32

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Sociological Imagination- Looking At Our World

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Big Ideas / Enduring Understandings

Sociological Imagination- Understanding sociology is understanding the connection between social forces and the individual.

The ability to perceive the relationship between personal troubles and public issues is essential to understanding how people are influenced by their society.

Essential Questions

What are the foundations of sociology, reasons for studying sociology, and contemporary perspectives of sociology?
How is the relationship between personal troubles and public issues significant to the individual?

Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

1a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

6. Assess how point of view or purpose shapes the content and style of a text.

6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually,

quantitatively) as well as in words in order to address a question or solve a problem.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

9b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”).

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

1. Sociological Perspective/Sociological Imagination
2. Observation Skills
3. Personal choices
4. Social forces

Skills / Strategies

1. a. Identify personal troubles and public issues
b. Identify and explain the relationship between personal troubles and public issues
2. Observe the obvious, strange, hidden / patterns

5. Graphic Novel
6. Point of View
7. Public Issues

Reading

Gist
Talkback
main idea
paraphrasing
evidence

3. Examine personal choices and social forces
4. Examine structure of text and impact of text and image combination.
5. Determine author's argument/ point of view

Reading

identify the main idea of a passage
summarize (the gist of what the author is saying)
paraphrase lines
identify evidence
use evidence to support responses
identify significant ideas

Key Terms / Vocabulary

sociology
Sociological Perspective
Sociological Imagination
public issues
personal troubles
social forces
"History and Biography"
"Making the Familiar Strange"

Reading
Gist
Talkback

Learning Plan & Activities

Please include Theatre Modalities when appropriate

U Observing Images
Gist and Talkback text annotation
Connecting the Sociological Perspective to text
Connecting the Sociological perspective to self

ELL Modifications

1. Extended time for assessment and assignments.
2. The Frayer Model
3. Use of Bilingual dictionary
4. Simplified assessments: True/False, Multiple choice (only two choices) matching, decreased number of questions.
5. Students seat near the front of the class for easier monitoring by teacher.
6. Students receive visual and graphic organizers
7. Vocabulary words are introduced and tested prior to introduction of new material
8. Student are paired with another student for peer tutoring
9. Teachers repeat and rephrase often
10. Physical activity is used: Model, role play, act out
11. Length of reading passages is modify, with extended time to complete them
12. Teachers accept Verbal responses in lieu of written work

Assessments

Depth of Knowledge (DOK) Levels

CAT - W

Formative: DOK 3 Strategic Thinking: Written: Essay

Students read article - "Persepolis Battle in Chicago Schools Provokes Outcry," by Alison Flood. Students write a college placement essay in which they summarize the article and identify the author's main idea, explain the significance of a significant idea from the passage, and support claims with examples from the passage as well as personal experience.

Objective Summary

Summative: DOK 2 Basic Application: Written: Essay

Students read an article about a prominent health issue in society and identify the public issue and personal troubles associated with the proposed policy.

Sociological Imagination PPT

Summative: DOK 4 Extended Thinking: Project: Visual Arts

Students will use the sociological imagination to research, explore, and explain a social force and how it impacts the lives or society members, both as an individual and as a group. They will present their findings to the class in a PPT presentation.

 [SociologicalProject.docx](#)

Sociological Imagination Paper

Summative: DOK 4 Extended Thinking: Written: Essay

Students will use the sociological imagination to research, explore, and explain a social force and how it impacts the lives or society members, both as an individual and as a group. Students will present their

Special Education Mods

1. Use of different visual aids
2. Provide more concrete examples / Frayer Model
3. Purposeful grouping for cooperative learning
4. Use of graphic organizers to structure reading and writing an informative essay
5. Rephrase directions and questions as needed
6. Use of instructional strategies that reflects different learning modalities such Think Pair Share, Use or create a visual representation to summarize or convey important themes in a text, use of theatre such tableau, This will provide important opportunities for students to learn from each other.
7. Extended time to complete a specific task such as an essay
8. Use of dictionary to support students with poor vocabulary skills
9. Provide students with an outline in order for students to research and explore the topic on social force. This outline will contain specific questions that will allow students to research and learn
10. Use of role model strategy where students will see specific strategy to present information such as , create questions for the audience, selection of images to convey your main idea/ claim and so forth.
11. Read aloud strategy within groups as needed in order to break down complex texts.
12. Use of WINQ strategy for text analysis

findings in a informative essay based on their research using Chicago style footnotes and work cited page.

Resources

Texts Used (fiction, non-fiction, on-line, media, etc...)

CUNY- Linct to Success Workbook
Focus

- Whole class

Text Features

- Informational
- Meaning / Purpose
- Content Knowledge Demands

Texts Used (fiction, non-fiction, on-line, media, etc...)

Graphic Novel - 'Persepolis'
Focus

- Whole class

Text Features

- Literary
- Meaning / Purpose
- Text Structure
- Cultural Knowledge Demands

Texts Used (fiction, non-fiction, on-line, media, etc...)

Various NY Times articles to identify personal troubles within public issues.
Focus

- Whole class
- Small group
- Guided reading

Text Features

- Informational
- Meaning / Purpose



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