

## Tondelli - [Von Steuben amtondelli@cps.edu](mailto:amtondelli@cps.edu) Sociology Drug Survey

**Introduction:** Students practice each of the sociological research methods in the fall: survey, experiment, interview and ethnography. This particular survey was designed as a scaffolding step for the final project survey they complete at the end of the year which asks them to read, replicate, analyze and compare the survey used in an existing piece of sociological research, usually published in [Contexts](#) Magazine from the [American Sociological Association](#). (Unit Plan [Here](#))

### Unit Objectives:

- [C3](#) fundamental disciplinary learning goals for College, Career, and Civic ready students in sociology:
  - D2.Soc.4.9-12. Illustrate how sociological analysis can provide useful data-based information for decision making.

KEY STRATEGIES AND SKILLS NEEDED TO ADDRESS QUESTIONS (non-exclusive examples)	Reading and interpreting statistics and graphical representations such as tables, charts, figures, and political cartoons. Conducting survey research as well as research via experimental, observational, and content analysis methods. Seeing the social world through the perspective of others and understanding why the crisis impacts people differently.
DIMENSION 3	
EVIDENCE-BASED CLAIMS	Statistical and narrative analyses, as well as interpretations based on theories of social structure, social relationships, and social stratification and inequality. These analyses and other methods of inquiry point toward substantiating and justifying claims; these should be judged within the community of peers including sociologists as well as other social scientists.

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- [Common Core State Standards](#):
  - **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.
  - **SL 11-12 – 1.b** Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed
  - **RH2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[Unit Folder](#): Including all rubrics, documents, and student samples

### Abridged Unit Outline:

**Day 1** - Students complete a gallery walk to comment on posters about each of 10 drugs. Students form groups based on the drug they want to study. Students receive a [packet of info](#) about the drug/[Monitoring the Future](#) survey results. Students print and annotate a news article about the drug for background knowledge/Review of Lit. slide.

**Day 2 - 3** Student teams create a hypothesis about the Von results and annotate their packet. Student teams create their google survey using identical questions to *Monitoring the Future*. Student teams are assigned a Health/Physical Education class to deliver the survey.

**Day 4 - 6** Student teams create presentations focusing on data comparison & analysis (See 2nd page)

**Day 7 - 9** Student teams present in auditorium to PE/Health classes & administration about their findings (authentic audience)

**Day 10** Students complete midterm benchmark assessment individually (rest of project is group)

**Final Project in June:** Students complete similar steps but each group selects from a range of sociological topics utilizing *Contexts* articles. Project is more independent because the topics do not all relate to drugs and the teacher does not do as much modeling. The project is also more directly based on existing sociological research rather than the *Monitoring the Future* survey, which is frequently utilized by sociologists but not sociological research. All of these topics have been in the news in the past year, and there are current Pew/Gallup poles about every topic, even if the sociological research is several years old. (Change over time)

### Articles/Topics:

[Affirmative Action](#), [Academic Dishonesty \(Cheating\)](#), [Attitudes Towards Gay & Lesbian People](#), [Gender in Science](#), [Trust in Government](#), [Gun Control](#), [Intercultural Marriage](#), [Marijuana Legalization](#), [Police Brutality](#), [Religious Participation](#), [Teen Sex](#), [Teens](#), [Race & Sexual Identity](#),