

## Chapter 2 Guided Reading Activity

### Section 2.1

<https://open.lib.umn.edu/sociology/chapter/2-1-sociology-as-a-social-science/>

Read through the section and answer the following questions. You must highlight your responses.

1. When we say that sociology is a social science, we mean that it uses the **Scientific Method** to try to understand the many aspects of society that sociologists study.
2. An important goal is to yield **Generalizations**—general statements regarding trends among various dimensions of social life.
  - a. Stereotypes
  - b. Generalizations**
  - c. Common sense
  - d. Personal experiences
3. Why is sociology so different from other social sciences like physics? **Sociology is different from other social sciences because Sociology can help us understand the social forces that affect our behavior, beliefs, and life chances, but it can only go so far. Physics is more like science because it teaches us about how the universe behaves.**
4. List the 5 sources where individuals get their knowledge: **Social Media, Personal Experience, the Scientific Method, Traditions, Expert Authorities.**
5. Although personal experiences are very important, not everyone has the **same** personal experience.
6. Why is common sense not a reliable source of knowledge?
  - a. Not everyone has it**
  - b. It varies from culture to culture
  - c. It can contradict itself
  - d. Only women have it (actually, this could be right...)
7. What are the two issues with the way the media covers topics and news? **You don't even know if it's fake or real. So many media pages and News are sometimes fake news or false information to make u think a certain way.** Expert authorities, such as **teachers, parents,** and government officials, are a fourth source that influences our understanding of social reality.
8. Why can't individuals always trust "expert authorities"? They can't trust "expert authorities" because the evidence may not be updated to the fullest or it can also be false. Tradition is generally valuable, because a society should always be aware of its **Roots**. However, traditional ways of thinking about social reality often turn out to be **inaccurate** and **incomplete**.
9. The scientific method is followed in the natural, physical, and social sciences to help yield the most **accurate** and reliable conclusions possible, especially ones that are free of **bias** or methodological errors.
10. Which of the following is NOT one of the four steps in the scientific method?
  - a. Formulating a theory
  - b. Measuring and gathering data
  - c. Analyzing data
  - d. Publishing your research**

# Chapter 2 Section 2 Guided Reading Review The Coming Of

**N Noddings**



## Chapter 2 Section 2 Guided Reading Review The Coming Of:

*Magruder's American Government Guided Reading and Review Workbook Student Edition 2003c* William A. McClenaghan, 2002-05-15 High School Hailed as a stellar educational resource for nearly a century Magruder's American Government is updated annually to meet the changing needs of today's high school students and teachers The program's engaging narrative is enhanced with numerous primary sources political cartoons charts graphs and photos making the structure and principals of government accessible and motivating to students of all abilities Teaching English Through ELA, Mathematics, Science, and Social Studies Long Peng, 2022-07-21 Accessible and hands on this textbook provides a comprehensive introduction to teaching language through content an approach known as Content Based Language Teaching CBLT A content based language focused approach to teaching in the disciplines is essential to serving the language and disciplinary needs of English learners ELs in the classroom Guided by learning standards and informed by research this book demonstrates how content materials in the English Language Arts ELA Mathematics Science and Social Studies can be harnessed to develop the English language proficiency of ELs as well as advance their disciplinary knowledge and skills Using content materials in ELA Mathematics Science and Social Studies as a starting point this textbook illustrates how to teach English as an additional language effectively by integrating language instruction with disciplinary teaching It showcases numerous learning and instructional activities complete with targeted language exemplified in sentential and discourse contexts direct instruction teacher modeling guided and individual practices and assessments which are further backed up by detailed discussions of their goals rationales and implementation This textbook also features a discussion of differentiation to address the varied needs of students To further assist readers in determining how to incorporate language instruction Peng identifies extensive possibilities for language teaching that are based on the same content materials and beyond those targeted by sample learning activities Each chapter ends with three types of exercises multiple choice questions open ended discussion questions and problems of application to bolster understanding promote reflection and encourage application Complementing the book are additional online resources including ready to use PowerPoints which are available on the book's webpage at Routledge.com 9780367521134 Covering key issues such as characteristics of effective language instruction differentiation and the challenges associated with CBLT this is an essential text in TESOL methods and content area language teaching as well as an invaluable resource for pre service and in service ESL EFL teachers and content area teachers who are interested in furthering their students language and literacy development **Herald and Presbyter** ,1904 Higgason, Jr. V. Hanks ,1997 United States of America V. Sullivan ,1989 **United States of America V. Schetz** ,1989 *The Young Woman's Journal* ,1909 **The Outline of Knowledge: The history of the world, by A. D. Innes. The romance of money, by R. M. Knerr. The reader's guide** James Albert Richards, 1924 **Journal of the House of Representatives of the State of Indiana at Their ... Session** Indiana. General Assembly.

House of Representatives,2003      **Modelling Under Risk and Uncertainty** Etienne de Rocquigny,2012-04-30 Modelling has permeated virtually all areas of industrial environmental economic bio medical or civil engineering yet the use of models for decision making raises a number of issues to which this book is dedicated How uncertain is my model Is it truly valuable to support decision making What kind of decision can be truly supported and how can I handle residual uncertainty How much refined should the mathematical description be given the true data limitations Could the uncertainty be reduced through more data increased modeling investment or computational budget Should it be reduced now or later How robust is the analysis or the computational methods involved Should could those methods be more robust Does it make sense to handle uncertainty risk lack of knowledge variability or errors altogether How reasonable is the choice of probabilistic modeling for rare events How rare are the events to be considered How far does it make sense to handle extreme events and elaborate confidence figures Can I take advantage of expert phenomenological knowledge to tighten the probabilistic figures Are there connex domains that could provide models or inspiration for my problem Written by a leader at the crossroads of industry academia and engineering and based on decades of multi disciplinary field experience Modelling Under Risk and Uncertainty gives a self consistent introduction to the methods involved by any type of modeling development acknowledging the inevitable uncertainty and associated risks It goes beyond the black box view that some analysts modelers risk experts or statisticians develop on the underlying phenomenology of the environmental or industrial processes without valuing enough their physical properties and inner modelling potential nor challenging the practical plausibility of mathematical hypotheses conversely it is also to attract environmental or engineering modellers to better handle model confidence issues through finer statistical and risk analysis material taking advantage of advanced scientific computing to face new regulations departing from deterministic design or support robust decision making Modelling Under Risk and Uncertainty Addresses a concern of growing interest for large industries environmentalists or analysts robust modeling for decision making in complex systems Gives new insights into the peculiar mathematical and computational challenges generated by recent industrial safety or environmental control analysis for rare events Implements decision theory choices differentiating or aggregating the dimensions of risk aleatory and epistemic uncertainty through a consistent multi disciplinary set of statistical estimation physical modelling robust computation and risk analysis Provides an original review of the advanced inverse probabilistic approaches for model identification calibration or data assimilation key to digest fast growing multi physical data acquisition Illustrated with one favourite pedagogical example crossing natural risk engineering and economics developed throughout the book to facilitate the reading and understanding Supports Master PhD level course as well as advanced tutorials for professional training Analysts and researchers in numerical modeling applied statistics scientific computing reliability advanced engineering natural risk or environmental science will benefit from this book      **The Outline of Knowledge: The history of the world** James Albert Richards,1924      *Session Laws of the State of Minnesota* Minnesota,1911 Includes

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*Proceedings of the Common Council* Detroit (Mich.). City Council,1975     *Economics* Gary E. Clayton,2008

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    - Chapter 1: Introduction to Chapter 2 Section 2 Guided Reading Review The Coming Of
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    - Chapter 4: Chapter 2 Section 2 Guided Reading Review The Coming Of in Specific Contexts
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