

Audubon Public School District



Grade 10 / 12: Sociology

Curriculum Guide

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Course Description

Grade 10-12: Sociology

Sociology focuses on the study of the way in which human beings live with each other and how they interact. This course examines how Sociology grows from the increased population of new discrete sciences of the 19th century to try and determine the way by which group interaction affects cultural institutions like government, the family, education, religion, healthcare, the environment and the economy. Sociology also looks at how age, race, gender and deviance contribute to the operation of those same social institutions.

Overview / Progressions

Overview	Focus Indicator #	Companion Standards (ELA)
Unit 1	<ul style="list-style-type: none"> ● 6.3.8.CivicsPI.3 ● 6.3.8.CivicsPI.4 ● 6.3.8.CivicsPD.3 ● 6.3.8.CivicsPR.3 ● 6.3.8.CivicsPR.5 ● 6.3.8.CivicsPR.7 ● 6.3.12.History.CA.2 	<ul style="list-style-type: none"> ● RH.6-8.1 ● RH.6-8.2 ● WHST.6-8.2
Unit 2	<ul style="list-style-type: none"> ● 6.3.8.CivicsPI.1 ● 6.3.8.CivicsPI.4 ● 6.3.8.CivicsDP.2 ● 6.3.8.CivicsDP.3 ● 6.3.8.CivicsPR.2 ● 6.3.8.CivicsPR.7 ● 6.3.8.CivicsHR.1 ● 6.3.8.EconET.1 ● 6.3.12.CivicsHR.1 ● 6.3.12.HistoryCA.1 	<ul style="list-style-type: none"> ● RH.6-8.1 ● RH.6-8.2 ● WHST.6-8.2
Unit 3	<ul style="list-style-type: none"> ● 6.3.8.CivicsPI.3 ● 6.3.8.CivicsPI.4 ● 6.3.8.CivicsPD.1 ● 6.3.8.CivicsPD.3 ● 6.3.8.CivicsDP.1 ● 6.3.8.CivicsDP.2 	<ul style="list-style-type: none"> ● RH.6-8.1 ● RH.6-8.2 ● WHST.6-8.2

	<ul style="list-style-type: none"> ● 6.3.8.CivicsPR.6 ● 6.3.8.CivicsHR.1 ● 6.3.8.EconET.1 ● 6.3.8.EconET.2 ● 6.3.12.CivicsHR.1 	
Unit 4	<ul style="list-style-type: none"> ● 6.3.8.CivicsPI.1 ● 6.3.8.CivicsPI.2 ● 6.3.8.CivicsPD.2 ● 6.3.8.CivicsDP.2 ● 6.3.8.CivicsPR.3 ● 6.3.8.EconET.2 ● 6.3.12.HistoryCA.1 	<ul style="list-style-type: none"> ● RH.6-8.1 ● RH.6-8.2 ● WHST.6-8.2

Sociology	Grade 10-12	Unit 1	Marking Period 1
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Focus Indicator	
6.3.8.CivicsPI.3	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.
6.3.8.CivicsPD.3	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society
6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state, and national level.
6.3.12.History.CA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
Companion Standards	
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
WHST.6-8.2.	A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

	<p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>
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Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Debates ● Bellwork ● Graphic Organizers ● Quizlet ● EdPuzzle 	<ul style="list-style-type: none"> ● Tests ● Essays - Traditional and Precis ● Common Assessments ● Primary Source Analysis ● Document Based Questions ● Political Cartoon Analysis ● socratic seminars ● vignettes ● 2-D & 3-D sociogram project ● Artifact migration & change project ● American Values Survey (annual) ● Dyad / Triad analysis project
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Text book 	<ul style="list-style-type: none"> ● <i>Time Magazine</i> ● <i>US News and World Report</i> ● <i>Newsela</i> ● <i>NPR</i> ● <i>Going Tribal - Bruce Parry / BBC</i> ● <i>Mennonites of Mexico - National Geographic</i>
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. 	

<ul style="list-style-type: none"> ● Informational writing in social studies using similar structures. ● Consistent Academic Language ● Public Speaking ● Research: collection, calculation and graphic representations of sociological data and trends ● Artistic presentation of project findings throughout school, district and public venues 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Sociology is a modern science of group dynamics and resides within the domain of the humanities ● Culture is the “operating system” by which a society abides ● small groups to large societies all contain similar structures that allow for comparisons of cultural components 	<ul style="list-style-type: none"> ● What is the “sociological approach” of analysis? ● How is sociology helpful in our everyday life? ● Why is sociology an outgrowth of modern history? ● Why is sociology a critical tool for understanding the history of humans? ● What are the core components of culture? ● Why do cultures vary over location and time? ● What are core American values and are they immutable? ● What are considered key social structures? ● How do social structures relate to social function? ● How do the characteristics of groups change over size and objective? ● Why are formal organizations necessary?

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	

Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: The value of group analysis of critical topics is critical for workplace collegiality and accomplishing team goals 	<ul style="list-style-type: none"> ● Equity Discussions: All members can and shall be expected to contribute their own unique perspective and that perspective shall be respected within the group.

Sociology	Grade 10-12	Unit 2	Marking Period 2
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Focus Indicator	
6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.
6.3.8.CivicsDP.2	Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions)
6.3.8.CivicsDP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
6.3.8.CivicsPR.2	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state, and national level
6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.EconET.1	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
Companion Standards	
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST.6-8.2.	<p>A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>
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Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Debates ● Bellwork ● Graphic Organizers ● Quizlet ● EdPuzzle 	<ul style="list-style-type: none"> ● Tests ● Essays - Traditional and Precis ● Common Assessments ● Primary Source Analysis ● Document Based Questions ● Political Cartoon Analysis ● socratic seminars ● vignettes ● deviance log exe ● social class survey
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Text book 	<ul style="list-style-type: none"> ● <i>Time Magazine</i> ● <i>US News and World Report</i> ● <i>Newsela</i> ● <i>NPR</i>

	<ul style="list-style-type: none"> ● <i>Jonestown: The Rise and Fall of People’s Temple- American Experience doc</i> ● <i>Secrets of the Wild Child - NOVA doc</i> ● <i>The Man Who Knew - Frontline</i> ● <i>Growing Up Poor in America - Frontline</i> ● <i>Frontier House - PBS doc</i> ● <i>Eastern State Penitentiary field trip</i>
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language ● Public Speaking ● Research: collection, calculation and graphic representations of sociological data and trends ● Artistic presentation of project findings throughout school, district and public venues 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Socialization is the process by which an individual adopts their culture as they grow and learns to how operate in various increasingly larger social structures ● Deviance is behavior that is out of step with cultural expectations which can lead to adverse repercussions for the individual and groups ● Social Stratification is a natural outgrowth of groups in competition for limited resources 	<ul style="list-style-type: none"> ● What is the socialization process? ● How does the socialization process change as we age? ● What is deviance? ● How does deviance affect society? ● How might we explain the origins of deviance? ● What constitutes criminal behavior? ● Why does social stratification occur? ● How are class and social mobility related? ● What affects class structure in the US? ● Why does poverty occur?

Differentiation & Real World Connections

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		

<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: The value of group analysis of critical topics is critical for workplace collegiality and accomplishing team goals 	<ul style="list-style-type: none"> ● Equity Discussions: All members can and shall be expected to contribute their own unique perspective and that perspective shall be respected within the group.

Sociology	Grade 10-12	Unit 3	Marking Period 3
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Focus Indicator	
6.3.8.CivicsPI.3	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.
6.3.8.CivicsPD.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.CivicsPD.3	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.CivicsDP.2	Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
6.3.8.CivicsPR.6	Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.
6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected
6.3.8.EconET.1	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
6.3.8.EconET.2	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

Companion Standards	
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
WHST.6-8.2.	<p>A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Debates ● Bellwork ● Graphic Organizers ● Quizlet ● EdPuzzle 	<ul style="list-style-type: none"> ● Tests ● Essays - Traditional and Precis ● Common Assessments ● Primary Source Analysis ● Document Based Questions ● Political Cartoon Analysis ● socratic seminars ● vignettes ● Race / Ethnicity & Region research project ● Tulsa Race Massacre pair work ● Modes of response exe

	<ul style="list-style-type: none"> ● Native American nation presentation ● “White Ethnic” pair project ● Family Tree project (single work) ● Family authority exe (pair) ● Child care survey ● Sex and occupation exe (pair) ● Sex and gender roles exe (pair) ● Sexual dimorphism exe ● Gender pay gap debate
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Text book 	<ul style="list-style-type: none"> ● <i>Time Magazine</i> ● <i>US News and World Report</i> ● <i>Newsela</i> ● <i>NPR</i> ● <i>A Class Divided - Frontline doc</i> ● <i>Freedom Riders - American Experience doc</i> ● <i>A Perfect World - National Geographic doc</i> ● https://www.npr.org/podcasts/510312/codeswitch
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language ● Public Speaking ● Research: collection, calculation and graphic representations of sociological data and trends ● Artistic presentation of project findings throughout school, district and public venues 	
Enduring Understanding	Essential Questions

<ul style="list-style-type: none"> ● Racial and ethnic minorities are an outgrowth of a nation’s history ● Prejudice & discrimination are related but do not present in the same way or by the same types of groups ● Minority group status in the US is recognized based on the long-term effect of America’s history regarding class and economics ● Gender can greatly affects the nature of relationships between individuals within a group and between groups ● Age alters the perception of society by the individual and can affect the perspectives individuals have about age groups other than their own ● The relationship a society has with the healthcare of its people is an outgrowth of a society’s historical experience ● Family organization can be categorized into universally reliable patterns ● Patterns in family life have changed in the US alongside changes in economic patterns and the individual’s status in American society 	<ul style="list-style-type: none"> ● What is the difference between a minority group and a dominant group? ● Why is the term “race” so difficult to define? ● How is an ethnic group defined? ● What are typical patterns of oppression and response between minority and dominant groups? ● How do prejudice and discrimination differ? ● What are the largest minority groups in the US? ● How are sex and gender related? ● How are gender roles defined and challenged? ● Why do perspectives change within age groups? ● What is a society’s responsibility regarding health care? ● What constitutes a family? ● How can a family be measured by scale? ● How is a family’s organization related to power, descent and residence? ● What is a marriage? ● Why are there differing perspectives on marriage? ● How has marriage changed over time?
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Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	

Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: The value of group analysis of critical topics is critical for workplace collegiality and accomplishing team goals 	<ul style="list-style-type: none"> ● Equity Discussions: All members can and shall be expected to contribute their own unique perspective and that perspective shall be respected within the group.

Sociology	Grade 10-12	Unit 4	Marking Period 4
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Focus Indicator	
6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.CivicsPI.2	: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
6.3.8.CivicsPD.2	Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
6.3.8.CivicsDP.2	Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions)
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality)
6.3.8.EconET.2	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
6.3.12.HistoryCA.1	: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
Companion Standards	
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
WHST.6-8.2.	<p>A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Debates ● Bellwork ● Graphic Organizers ● Quizlet ● EdPuzzle 	<ul style="list-style-type: none"> ● Tests ● Essays - Traditional and Precis ● Common Assessments ● Primary Source Analysis ● Document Based Questions ● Political Cartoon Analysis ● socratic seminars ● vignettes ● pair presentation comparison of 2 political systems abroad ● debate - Cryptocurrency: fad or future? ● Municipal committee meeting Q/A ● Interview: single work - local government official
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Text book 	<ul style="list-style-type: none"> ● <i>Time Magazine</i> ● <i>US News and World Report</i> ● <i>Newsela</i> ● <i>NPR</i> ● <i>Frontline : China Undercover doc</i> ● <i>Frontline: God in America</i> ● https://onbeing.org/ ● https://www.pbs.org/wgbh/frontline/topic/business-and-economy/ ● https://www.marketplace.org/

Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language ● Public Speaking ● Research: collection, calculation and graphic representations of sociological data and trends ● Artistic presentation of project findings throughout school, district and public venues 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● The structure of formal education is an outgrowth of historic conditions and the current needs of society ● Religion is intrinsically tied to the history of ethnicity and the desire for societies to address a people’s spiritual needs ● There are natural modern stresses between any evolving society and its educational and religious systems ● Politics, power and authority in a society are inseparably linked ● How economics and politics in modern America are an outgrowth of strong historic forces 	<ul style="list-style-type: none"> ● What is a political institution? ● How do politics and government relate to each other in the US? ● What is an economic institution? ● How is the work of the individual related to the US economy?

Differentiation & Real World Connections

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		

<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: The value of group analysis of critical topics is critical for workplace collegiality and accomplishing team goals 	<ul style="list-style-type: none"> ● Equity Discussions: All members can and shall be expected to contribute their own unique perspective and that perspective shall be respected within the group.

Appendix A

Audubon Public Schools Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

Written By: Matthew Webb Revised By: Beth Canzanese Revised by: Matt Webb Course

Title: Sociology Unit Name: Culture Grade Level: 10-12 Approved, June, 2017

<p>Content Statements and Rationale: Like most other people, students go about their lives without thinking about the culture and how it influences them. Students will gain a wider perspective and become aware of what culture is and how it affects their everyday lives.</p>	<p>NJSLS: 6.1: All 6.2: B All, E AI Companion Standards RS: 1,6,9,10 WS: 1a-e, 2a-f, 4,5,9,10</p>
<p>Overarching Essential Questions: What is culture?</p>	<p>Overarching Enduring Understandings: Culture is the programming of our civilization hardware</p>
<p>Unit Essential Questions: How are the elements of culture connected? How does Culture change? What two categories are norms divided into? How does cultural diversity and change affect a society?</p>	<p>Unit Enduring Understandings: Cultural elements are the foundations of the way people live and why they do the things they do. Technology, environment, new ideas and diffusion alter culture. Cultural diversity provides opportunities for a society to meet the needs of all people.</p>
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards.) Précis of primary documents and multimedia excerpts, paying close attention to their style and tone in their academic writing</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit): Close reading and précis of primary documents and/or visual and audio clips from the time period Engagement during Socratic Seminar ensuring that sound reasoning is used to support claims</p>

<p>Development of an argument supporting or refuting the connection between culture and law Identification and analysis of a major sociological theory Presentation of the historical significance of culture Digital Literacy Skills: Executive Functioning Skills:</p>	<p>Capacity to research, analyze and report salient information Collaboratively and individually explore the impact of culture on sociology</p>
<p>Key Terms (Essential Vocabulary): Culture Culture Hearth Acculturation Custom Diversity Beliefs Civilization Ethnic Group Gender Roles Laws Material Culture Dialect Clan Norm Diffusion Sub Culture Ethnocentrism Cultural Geography Cultural Landscape Cultural Region Cultural Trait Extended Family Race Religion Folkways Mores Non-Material Culture Technology Monotheism Socialization Polytheism Polygamy Values</p>	
<p>Resources: Introduction to Sociology - McDougal Littell/Nexttext Internet</p>	
<p>Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with and I, followed by the related content area(s): Socratic seminar Primary source close reading Use of maps and data to identify major geographic connections to culture (I: Math) Précis of primary documents and multimedia excerpts (I: Technology and Digital Literacy) Development and expression (either in writing or through multi-media presentation software) of an argument supporting or refuting the significance of sociology Identification and analysis of the role of art and music in our culture Research and present an overview of a sociological theory</p>	
<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level): Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate. ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as</p>	<p>Suggested Timeline: 6 weeks</p>

<p>availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking. Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar</p>	
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Differentiation	
Enrichment	Utilize collaborative media tools • Provide differentiated feedback • Opportunities for reflection • Encourage student voice and input • Model close reading • Distinguish long term and short term goals
Intervention & Modification	Utilize “skeleton notes” where some required information is already filled in for the student • Provide access to a variety of tools for responses • Provide opportunities to build familiarity and to practice with multiple media tools • Leveled text and activities that adapt as students build skills • Provide multiple means of action and expression • Consider learning styles and interests • Provide differentiated mentors • Graphic organizers
ELLs	Pre-teach new vocabulary and meaning of symbols • Embed glossaries or definitions • Provide translations • Connect new vocabulary to background knowledge • Provide flash cards • Incorporate as many learning senses as possible • Portray structure, relationships, and associations through concept webs • Graphic organizers
21st Century Skills	Creativity • Innovation • Critical Thinking • Problem Solving • Communication • Collaboration
Integrating Technology	Chromebooks • Internet research • Online programs • Virtual collaboration and projects • Presentations using presentation hardware and software

Appendix B: LGBTQ, Holocaust, Amistad

LGBTQ, Holocaust, Amistad World History Educators are required to engage students in equity based topics specifically related to persons with disabilities/LGBTQ contributions, Amistad, and the Holocaust. Below is some guidance and resources related to these topics. LGBTQ: N.J.S.A. 18A:35-4.35-36 requires boards of education to include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender (LGBT) people in appropriate places in the middle school and high school curriculum. The law also requires boards of education to adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and LGBT people, where appropriate.

For persons with disabilities/LGBTQ contributions instructional material, please visit:

<https://www.nj.gov/education/cccs/resources/educators/>

Holocaust:

Info on the Holocaust mandate:

<https://www.nj.gov/education/holocaust/docs/donate.pdf>

For Holocaust instructional materials, please visit: <https://www.nj.gov/education/holocaust/curriculum/materials/>

Amistad: Teacher resources:

<https://www.nj.gov/education/amistad/docs/Literacy%20Components%20for%20Primary%20Grades.pdf>

Web based resources:

<http://www.njamistadcurriculum.net/>

Below is instructional content and/or activities during the year that engage Audubon students in equity based topics specifically related to persons with disabilities/LGBTQ contributions, Amistad, and the Holocaust.

Course: Sociology

Unit	Persons w/ disabilities / LGBTQ contributions	Amistad	Holocaust
1			
2		Barack Obama	Anti-Defamation League
3	Tammy Duckworth James Baldwin	Jack Johnson John Lewis	Bernard Baruch Elie Wiesel
4	Dan Gottlieb	Glenn Loury	Chuck Shumer