Social Studies Curriculum

Elective

Sociology
Course Description

Sociology is the study of the individual and the various interactions we encounter in our lives. This course encourages students to evaluate their perspective of the world and how to embrace a more open and diverse view. Students will take on the persona of a sociologist and conduct research, analyze case studies, conduct surveys, and explore different cultural practices. The goal is for students to leave this course with broader understanding of the social experiences and structures that make us who we are and how that identity can evolve.
## Pacing Chart

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>CCSS</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>The Study of Sociology</td>
<td>RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.5, RH.11-12.6, RH.11-12.7, RH.11-12.8, RH.11-12.9, RH.11-12.10</td>
<td>Unit 1 - 5 Weeks</td>
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<tr>
<td>Unit 2</td>
<td>Society and Culture</td>
<td>RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.5, RH.11-12.6, RH.11-12.7, RH.11-12.8, RH.11-12.9</td>
<td>Unit 2 - 10 Weeks</td>
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<tr>
<td>Unit 3</td>
<td>Socialization and the Individual</td>
<td>RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.5, RH.11-12.6, RH.11-12.7, RH.11-12.8, RH.11-12.9, RH.11-12.10</td>
<td>Unit 3 - 10 Weeks</td>
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<tr>
<td>Unit 4</td>
<td>Government, the Individual, and Conflict</td>
<td>RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.6, RH.11-12.7, RH.11-12.8</td>
<td>Unit 4 - 10 Weeks</td>
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</table>
Educational Technology Standards


➢ **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

➢ **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

➢ **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

➢ **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

➢ **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

➢ **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
Career Ready Practices

Standards

CRP2, CRP4, CRP6, CRP7, CRP8, CRP11

- **CRP2. Apply appropriate academic and technical skills.**
  Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

- **CRP4. Communicate clearly and effectively and with reason.**
  Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

- **CRP6. Demonstrate creativity and innovation.**
  Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to
## Career Ready Practices

bring innovation to an organization.

- **CRP7. Employ valid and reliable research strategies.**
  Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
  Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- **CRP11. Use technology to enhance productivity.**
  Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th><strong>Time/General</strong></th>
<th><strong>Processing</strong></th>
<th><strong>Comprehension</strong></th>
<th><strong>Recall</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Extra time for assigned tasks</td>
<td>● Extra Response time</td>
<td>● Precise step-by-step directions</td>
<td>● Teacher-made checklist</td>
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<tr>
<td>● Adjust length of assignment</td>
<td>● Have students verbalize steps</td>
<td>● Short manageable tasks</td>
<td>● Use visual graphic organizers</td>
</tr>
<tr>
<td>● Timeline with due dates for reports and projects</td>
<td>● Repeat, clarify or reword directions</td>
<td>● Brief and concrete directions</td>
<td>● Reference resources to promote independence</td>
</tr>
<tr>
<td>● Communication system between home and school</td>
<td>● Mini-breaks between tasks</td>
<td>● Provide immediate feedback</td>
<td>● Visual and verbal reminders</td>
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<tr>
<td>● Provide lecture notes/outline</td>
<td>● Provide a warning for transitions</td>
<td>● Small group instruction</td>
<td>● Graphic organizers</td>
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<tr>
<td></td>
<td>● Reading partners</td>
<td>● Emphasize multi-sensory learning</td>
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### Assistive Technology
- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### Tests/Quizzes/Grading
- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization
- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
Enrichment

Accommodate Based on Students Individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

**Suggested Formative/Summative Classroom Assessments**

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
Social Studies Grades 9-12 New Jersey Core Curriculum Content Standards

**Standard 6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**D. History, Culture, and Perspectives**

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

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**English Language Arts & History/Social Studies Grades 11-12 Common Core Standards**

**Key Ideas and Details:**

**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 of information of 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 with textual evidence, acknowledging where the text leaves matters uncertain.

**Craft and Structure:**

**RH.11-12.4** Determine the meaning of word and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (i.e., how Madison defines *faction* in *Federalist* No. 10).
RH.11-12.5 Analyze in detail how a complete 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.

**Integration of Knowledge and Ideas:**

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.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

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.

**Range of Reading and Level of Text Complexity:**

RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
<table>
<thead>
<tr>
<th>Grade: 12</th>
<th>Unit: I (4 Weeks)</th>
<th>Topic: The Study of Sociology</th>
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</thead>
<tbody>
<tr>
<td>NJCCCS</td>
<td>6.2.12.D.2.d</td>
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<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
</table>
| Identify the different types of Sociology.  
**Standard:** 6.2.12.D.2.d RH.11-12.4 | What is sociology?  
What are the different types of sociology? | **Jigsaw:** Jigsaw the different types of sociology and create a class chart.  
**Flyer:** Create an informative flyer on the types of sociologists. | **Jigsaw:** https://www.jigsaw.org | **ELA Essay:** In your opinion is the study of individuals and social interaction important? Does it tell you anything about histories past, present, future? |
| Explain the historiography of Sociology.  
**Standard:** RH.11-12.7 | When and where did the study of Sociology begin?  
Who are the “founding figures” of this historical movement?  
How has the study of Sociology evolved?  
How does the study of sociology fit in with the other social sciences? | **Timeline:** Create a timeline of the development of Sociology as a field of study.  
**Presentation:** Create a presentation on the history of sociology.  
**Web Chart:** Create a web chart on the applications of sociology. | **Timeline Creator:** http://www.readwritethink.org/files/resources/interactives/timeline_2/ | **ELA Essay:** Write an essay explaining how the social sciences work together when analyzing historical events. |
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<thead>
<tr>
<th>Explain the importance of Sociological Perspective.</th>
<th>What is Sociological Perspective?</th>
<th>Case Study: Read the perspective piece on the Nacirema as an introduction to sociology and perspective.</th>
<th>The Body Rituals of the Nacirema: <a href="http://www.sfu.ca/~palys/Miner-1956-BodyRitualsAmongTheNacirema.pdf">http://www.sfu.ca/~palys/Miner-1956-BodyRitualsAmongTheNacirema.pdf</a></th>
<th>ELA Essay: Recreate a study like the one in the Nacirema reading. In your study analyze some element of our present culture and write as someone from the outside looking in.</th>
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<tbody>
<tr>
<td><strong>Compare and contrast the three theoretical perspectives in sociology.</strong></td>
<td>What are the theoretical perspectives in sociology?</td>
<td><strong>Standard:</strong> RH.11-12.8 RH.11-12.9</td>
<td>How do sociologists use micro and macro views of an event?</td>
<td><strong>Research Assignment:</strong> Research notable and founding sociologists. Create a fake/educational social media account using their lives and ideas as the content. Also, have these sociologists comment on current sociological issues relating to their experiences. Assignment can also have students create “baseball” style fact cards about the sociologists.</td>
</tr>
<tr>
<td><strong>Identify the first sociologists and their works.</strong></td>
<td>Who are the pioneers of sociology?</td>
<td><strong>Fakebook:</strong> <a href="http://www.classtools.net/FB/home-page">http://www.classtools.net/FB/home-page</a></td>
<td>What did they work on?</td>
<td><strong>Twister:</strong> <a href="http://www.classtools.net/twister/">http://www.classtools.net/twister/</a></td>
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<tr>
<td><strong>Standard:</strong> RH.11-12.6</td>
<td>Research Assignment: Research notable and founding sociologists. Create a fake/educational social media account using their lives and ideas as the content. Also, have these sociologists comment on current sociological issues relating to their experiences. Assignment can also have students create “baseball” style fact cards about the sociologists.</td>
<td><strong>Geography:</strong> Trace the development and work of sociologists on a map to show where major theories and movements came from.</td>
<td><strong>Role Play:</strong> Have students take on the persona of founding sociologist and compare and contrast their ideas in “salon” style debate.</td>
<td><strong>Role Playing Guidelines:</strong> <a href="http://serc.carleton.edu/introgeo/roleplaying/howto.html">http://serc.carleton.edu/introgeo/roleplaying/howto.html</a></td>
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<tr>
<td><strong>Compare and contrast the theories sociologists.</strong></td>
<td>What do the pioneers of sociology have in common?</td>
<td><strong>ELA:</strong> Find and match articles, new stories, magazine clippings, etc. that go with sociological theories.</td>
<td>Makes them different?</td>
<td><strong>Standard:</strong> RH.11-12.1 RH.11-12.2</td>
</tr>
<tr>
<td>RH.11-12.3</td>
<td>RH.11-12.6</td>
<td>Venn Diagram: Select 2 sociological theories to compare and contrast.</td>
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<td>Evaluate various sociological research methods.</td>
<td>What methods are used in sociological research?</td>
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<td>Standard:</td>
<td>How can those methods be applied?</td>
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<tr>
<td>RH.11-12.1</td>
<td>What are methods of inquiry?</td>
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<tr>
<td>RH.11-12.2</td>
<td>How can perspective influence results of sociological research?</td>
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<tr>
<td>RH.11-12.4</td>
<td>RH.11-12.5</td>
<td>RH.11-12.7</td>
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<tr>
<td>Research: Provide students with an image that is outside their societal norm (i.e: hair removal ceremony). Have students write down their thoughts prior to revealing the images meaning. Have students practice using sociological research methods to uncover the truth about the images. Methods could be differentiated to demonstrate a variety of approaches.</td>
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<td>Image Gallery Template: <a href="http://www.classtools.net/3D">http://www.classtools.net/3D</a></td>
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<td>Art: Create a cartoon strip demonstrating the steps of sociological research.</td>
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Unit 1 Vocabulary
Choose 1

<table>
<thead>
<tr>
<th>Unit Project (Suggested)</th>
<th>Unit Project (Suggested)</th>
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</table>
| **Suggested Unit Project 1:**  
Create a collage of images (advertisements, photographs, graphs, etc.) that can be analyzed sociologically. Set up collages as exhibits with captions and conduct a Gallery Walk with students commentary, discussion, and inquiry (i.e. K-W-L) | **Suggested Unit Project 2:**  
Preview some of the themes that will be covered in sociology and begin to create data in the form of surveys. Start out by thinking about topics in your culture (i.e. I wonder what if a person’s age and gender effects their ability to get a job). Then, develop questions to collect people’s opinions on the topic. Compile the data into charts and present your findings. |