



Sociology 12th Grade Social Studies Mapping/Pacing Guide 2018-2019

Topics & Standards

Quarter 1 Quarter 3

American Sociological Association National Standards for High School Sociology

[http://www.asanet.org/sites/default/files/savvy/DOCS-%2379445-v1-ASA National Standards for HS Soc - Pre-publication version\(1\).pdf](http://www.asanet.org/sites/default/files/savvy/DOCS-%2379445-v1-ASA_National_Standards_for_HS_Soc_-_Pre-publication_version(1).pdf)

Unit #1 History of Sociology

- Perspectives and Theorists, Statistics and Analysis, Methods of Sociology

Unit #2 Culture

- Meaning of Culture, Cultural Variation, The American Value System, Language

Unit #3 Social Structure

- Statuses and Roles, Social Interactions, Types of Societies, Groups within Society, Formal Organization

Unit #4 Socializing the Individual

- Personality Development, Feral Children, Theories of Socialization, Agents of Socialization

Unit #5 Adolescence and Adulthood in Society

- Teen Issues and Challenges, Early and Middle Adulthood, The Workforce, Old Age

Sociology 12th Grade Social Studies Mapping/Pacing Guide 2018-2019

<i>Time Frame</i>	<i>Curriculum Units & Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p><i>History of Sociology</i></p> <p>1 Week</p>	<p>UBD Framework Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 1-2 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Quiz • Chapter Wrap Up • Chapter Test • Self-Check Quiz 	<p>Language Arts CCSS.ELA-LITERACY.RH.11-12.9</p> <p>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Critical Thinking Skills • Research and Writing Skills • Content/Academic Vocabulary • Guided Reading Activities • Ohio Public Library Information Network 	<p>McGraw Hill Understanding Sociology (Chapter 1-2)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Intervention and Remediation” and “Gifted and Talented.”</p>
<p><i>Culture</i></p> <p>2 Weeks</p>	<p>UBD Framework Unit: _____</p>	<p>Language Arts CCSS.ELA-LITERACY.RH.11-12.7</p>	<p>McGraw Hill Understanding Sociology</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com</p>

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	<p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit <u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Quiz • Chapter Wrap Up • Chapter Test • Self-Check Quiz 	<p>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. CCSS.ELA-LITERACY.RH.11-12.8</p> <p>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Critical Thinking Skills • Research and Writing Skills • Content/Academic Vocabulary • Guided Reading Activities • Ohio Public Library Information Network 	<p>(Chapter 3)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>(daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Intervention and Remediation" and "Gifted and Talented."</p>
<p><i>Social Structure</i></p> <p><i>1 Week</i></p>	<p>UBD Framework</p> <p>Unit: _____</p>	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.RH.11-12.4</p> <p>Determine the meaning of words and phrases as they are used in a</p>	<p>McGraw Hill</p> <p>Understanding Sociology (Chapter 5)</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com</p>

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	<p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 1-2 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit <u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Quiz • Chapter Wrap Up • Chapter Test • Self-Check Quiz 	<p>text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Critical Thinking Skills • Research and Writing Skills • Content/Academic Vocabulary • Guided Reading Activities • Ohio Public Library Information Network 	<p>Defined Stem</p> <p>Discovery Learning</p>	<p>(daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Intervention and Remediation” and “Gifted and Talented.”</p>
<p><i>Socializing the Individual</i></p> <p><i>2 Weeks</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter 	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the</p>	<p>McGraw Hill Understanding Sociology (Chapter 4)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p>

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	<ul style="list-style-type: none"> At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Lesson Quiz Chapter Wrap Up Chapter Test Self-Check Quiz 	<p>authors' claims, reasoning, and evidence.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> Critical Thinking Skills Research and Writing Skills Content/Academic Vocabulary Guided Reading Activities Ohio Public Library Information Network 		<p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Intervention and Remediation" and "Gifted and Talented."</p>
<p><i>Adolescence and Adulthood in Society</i></p> <p>2 Weeks</p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> 2-3 tasks that reach DOK 3-4 AND/OR 1-2 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p>	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.RH.11-12.5</p> <p>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>CCSS.ELA-LITERACY.RH.11-12.6</p> <p>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>	<p>McGraw Hill</p> <p>Understanding Sociology (Chapter 6)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Intervention and Remediation" and "Gifted and Talented."</p>

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	<p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none">• Lesson Quiz• Chapter Wrap Up• Chapter Test• Self-Check Quiz	<p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none">• Critical Thinking Skills• Research and Writing Skills• Content/Academic Vocabulary• Guided Reading Activities• Ohio Public Library Information Network		
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Topics & Standards

Quarter 2 Quarter 4

American Sociological Association National Standards for High School Sociology

[http://www.asanet.org/sites/default/files/savvy/DOCS-%2379445-v1-ASA_National_Standards_for_HS_Soc_-_Pre-publication_version\(1\).pdf](http://www.asanet.org/sites/default/files/savvy/DOCS-%2379445-v1-ASA_National_Standards_for_HS_Soc_-_Pre-publication_version(1).pdf)

Unit #6 Social Control and Deviance

- Social Control
- Deviance
- Criminology

Unit #7 Social Stratification

- Systems of Stratification
- American Class System and Poverty

Unit #8 Race and Gender in Society

- Race, Ethnicity, and the Social Structure
- Gender
- Age and Disability

Unit #9 Collective Behavior in Society- Population and Urbanization

- Population Change
- Urban Life
- Collective Behavior
- Social Movements
- Social Change
- Modernization

Semester Project- Societal/Institution Analysis Research with Media Presentation

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<i>Time Frame</i>	<i>Curriculum Units & Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p><i>Social Control and Deviance</i></p> <p><i>2 Weeks</i></p>	<p>UBD Framework Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit <u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Quiz • Chapter Wrap Up • Chapter Test • Self-Check Quiz 	<p>Language Arts CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Critical Thinking Skills • Research and Writing Skills • Content/Academic Vocabulary • Guided Reading Activities • Ohio Public Library Information Network 	<p>McGraw Hill Understanding Sociology (Chapter 7)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Intervention and Remediation” and “Gifted and Talented.”</p>
<p><i>Social Stratification</i></p> <p><i>2 Weeks</i></p>	<p>UBD Framework Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS 	<p>Language Arts CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or</p>	<p>McGraw Hill Understanding Sociology (Chapter 8)</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p>

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	<ul style="list-style-type: none"> • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Quiz • Chapter Wrap Up • Chapter Test • Self-Check Quiz 	<p>events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Critical Thinking Skills • Research and Writing Skills • Content/Academic Vocabulary • Guided Reading Activities • Ohio Public Library Information Network 	<p>Discovery Learning</p>	<p>http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Intervention and Remediation” and “Gifted and Talented.”</p>
<p><i>Race and Gender in Society</i></p> <p><i>2 Weeks</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Quiz • Chapter Wrap Up 	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Critical Thinking Skills • Research and Writing Skills • Content/Academic Vocabulary 	<p>McGraw Hill Understanding Sociology (Chapter 9-10)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Intervention and Remediation” and “Gifted and Talented.”</p>

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	<ul style="list-style-type: none"> • Chapter Test • Self-Check Quiz 	<ul style="list-style-type: none"> • Guided Reading Activities • Ohio Public Library Information Network 		
<p>Collective Behavior in Society</p> <p>1 Week</p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 1-2 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Quiz • Chapter Wrap Up • Chapter Test • Self-Check Quiz 	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.RH.11-12.4 Determine the meaning of words 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 (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Critical Thinking Skills • Research and Writing Skills • Content/Academic Vocabulary • Guided Reading Activities • Ohio Public Library Information Network 	<p>McGraw Hill Understanding Sociology (Chapter 16)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Intervention and Remediation” and “Gifted and Talented.”</p>
<p>Semester Project-</p> <p>Societal/Institution Analysis</p> <p>1 Week</p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 1-2 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS 	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.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.</p>	<p>McGraw Hill Understanding Sociology</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://www.archives.gov/education/</p>

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	<ul style="list-style-type: none"> • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Quiz • Chapter Wrap Up • Chapter Test • Self-Check Quiz 	<p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Critical Thinking Skills • Research and Writing Skills • Content/Academic Vocabulary • Guided Reading Activities • Ohio Public Library Information Network 	<p>Discovery Learning</p>	<p>(Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Intervention and Remediation” and “Gifted and Talented.”</p>
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