

<i>Modern Society</i>	
<b>CURRICULUM/CONTENT AREA</b>	<b>COURSE LENGTH</b>
<i>Social Studies</i>	<i>1 term</i>
<b>GRADE LEVEL</b>	<b>DATE LAST REVIEWED</b>
<i>10-12</i>	<i>2021</i>
<b>PREREQUISITE(s) if applicable</b>	<b>BOARD APPROVAL DATE</b>
<i>N/A</i>	<i>12/2021</i>
<b>PRIMARY RESOURCE if applicable</b>	
<i>Sociology &amp; You, 2008 (Glencoe) - hard copies (978-0-07-874519-5)</i>	
DESIRED RESULTS	
<b>COURSE DESCRIPTION AND PURPOSE</b>	
<i>Modern Society offers students an introduction to the field of sociology. Sociology is the study of collective behavior and social interactions between people. The insights drawn about patterns of behavior help us understand how society progresses and changes. The course provides the students with an understanding of the tools and techniques of sociology. This course is designed for students who want to study human relationships, particularly during adolescence. Students will learn about how sociologists study cultures and their differences. Knowledge of minority groups will be expanded in an attempt to create an awareness of prejudicial attitudes and discriminatory practices. This course will also expose students to how social groups and social classes affect human behavior.</i>	
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
CULTURE: Human beings create, learn, share, and adapt to culture. Cultures are dynamic and change over time.	What is culture? What roles does culture play in human and societal development?
TIME, CONTINUITY, AND CHANGE: Studying the past makes it possible for us to understand the human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of periods in which they took place.	Why is the past important to us today?  How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?
PEOPLE, PLACES, AND ENVIRONMENTS: The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.	How do geography, climate, and resources affect the way people live and work?
INDIVIDUAL DEVELOPMENT AND IDENTITY: Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.	How do individuals develop over time?  How do external factors influence our identity and behavior?
INDIVIDUALS, GROUPS, AND INSTITUTIONS: Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.	How am I influenced by institutions? How do institutions change? What is my role in institutional change?
POWER, AUTHORITY, AND GOVERNANCE: The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires the knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Through the study of dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.	How do different political and economic systems affect civic life?
PRODUCTION, DISTRIBUTION, AND CONSUMPTION:	What impacts a person's way of life or standard of living?

<p>People have wants that often exceed the limited resources available to them.</p>	<p>How do scarcity and competition influence decision-making at the personal, business, and government levels? What is the relationship between decision-making and economic outcomes?</p>
<p><b>SCIENCE, TECHNOLOGY, AND SOCIETY:</b> Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.</p>	<p>How do technology influence social and cultural change in a global society?</p>
<p><b>GLOBAL CONNECTIONS:</b> Global connections have intensified and accelerated the changes faced at the local, national, and international levels.</p>	<p>How does diversity impact society?</p>
<p><b>CIVIC IDEALS AND PRACTICE:</b> Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.</p>	<p>What knowledge and skills are needed to participate effectively in our political system? What is the role of the citizen in the community and the nation, and as a member of the world community?</p>
<p><b>PRIORITY CONTENT STANDARDS</b></p>	<p><b>PRIORITY INQUIRY STANDARDS: DISCIPLINARY SKILLS</b></p>
<p>Standard SS.BH1: Wisconsin students will <i>examine</i> individual cognition, perception, behavior, and identity (Psychology). (K-2 ONLY)</p>	<p>Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry</p>
<p>Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).</p>	<p>Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources</p>
<p>Standard SS.Econ1: Wisconsin students <i>use</i> economic reasoning to understand issues.</p>	<p>Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.</p>
<p>Standard SS.Geog1: Wisconsin students will <i>use</i> geographic tools and ways of thinking to <i>analyze</i> the world. (K-8 ONLY)</p>	<p>Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.</p>
<p>Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i>.</p>	<p>Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i>.</p>
<p>Standard SS.PS2: Wisconsin students will <i>examine and interpret</i> rights, privileges, and responsibilities in society. (K-5 ONLY)</p>	
<p>Standard SS.PS4: Wisconsin students will <i>develop and employ</i> skills for civic literacy.</p>	

Unit 1 The Sociological Imagination & Science	
ESSENTIAL QUESTION(S)	
INDIVIDUAL DEVELOPMENT & IDENTITY: How do individuals develop over time? How do external factors influence our identity and behavior?	
INDIVIDUALS, GROUPS, & INSTITUTIONS: How am I influenced by institutions? How do institutions change? What is my role in institutional change?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
Standard SS.PS4: Wisconsin students will <i>develop and employ</i> skills for civic literacy.	CIVIL RIGHTS & CIVIL LIBERTIES -I critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. -I assess the impact of individuals, groups, and movements on the development of civil rights for different groups
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry	I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation. I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.
Standard SS.Inq2: Wisconsin students will <i>gather and evaluate</i> sources	I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.
Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.	I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
BH2.a.: Relationship of people and groups	I evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
The scientific study of human behavior in groups	Origins of sociology/scientific methods/sociological theoretical perspectives
COMPELLING UNIT QUESTION	
How do external factors influence our identity and behavior?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
What are the major sociological theoretical perspectives of behavior?	How is sociological research conducted? What is ethical research?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Analyze a contemporary issue (school suspensions, prison incarceration rates, etc...) using each of the three main perspectives.	Scientific behavior observation
FEATURED SOURCE(s) <i>may include</i>	FEATURED SOURCE(s) <i>may include</i>
Credible, reliable and relevant sources, including primary sources, newspapers, textbook, magazines, etc.will be used to complete the formative task.	Credible, reliable and relevant sources, including primary sources, newspapers, textbook, magazines, etc.will be used to complete the formative task.
SUPPORT QUESTION 3 (if applicable)	SUPPORT QUESTION 4 (if applicable)
How is sociology applied to real life?	
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Read and annotate one primary source news article and apply sociological principles.	
FEATURED SOURCE(s) <i>may include</i>	FEATURED SOURCE(s) <i>may include</i>
Credible, reliable and relevant sources, including primary sources, newspapers, textbook, magazines, etc.will be used to complete the formative task.	
SUMMATIVE ASSESSMENT TASK(s)	
Construct and argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing perspectives.	
CIVIC ENGAGEMENT	
Socratic Seminar, Philophical Chairs, Structured Academic Controversy, etc.	

Unit 2 The Cultural Blueprint for Behavior	
ESSENTIAL QUESTION(S)	
CULTURE: What is culture? What roles does culture play in human and societal development?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH1: Wisconsin students will <i>examine</i> individual cognition, perception, behavior, and identity (Psychology).	I analyze the effects of discrimination (culture, ethnicity, race, age, religion, gender, and social class) on a person's self-image, ability to empathize, and personal identity when interacting with others.
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i> .	CAUSE: -I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; -I evaluate how different groups and individuals contributed to the event or cause  EFFECT: I evaluate multiple events from different perspectives using primary and secondary sources, and -I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.
PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S)	
Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry	I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation. I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.
Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources	I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.
Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.	I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources. I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media). I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.	I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways). I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.
Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i> .	I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
<b>BH2.a: Relationship of people and groups</b>	I investigate how language and culture can unify a group of people.
<b>BH2.b: Cultural patterns</b>	I critique interpretations of how different cultures interact with their environment.  I evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
The creation process of human cultures by societies and the effect on human behavior	Ethocentrism/Values/Norms/Sanctions/Conformity
COMPELLING UNIT QUESTION	
What roles does culture play in human and societal development?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
How do values of a culture affect individuals and society?	How are norms created and enforced by a society?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Create a class list of contemporary values in modern society; compare and contrast to sociological research on the topic.	Social breaching activities and reflection.
FEATURED SOURCE(s) <i>may include</i>	FEATURED SOURCE(s) <i>may include</i>
Credible, reliable and relevant sources, including primary sources, newspapers, textbook, magazines, etc.will be used to complete the formative task.	Credible, reliable and relevant sources, including primary sources, newspapers, textbook, magazines, etc.will be used to complete the formative task.
SUPPORT QUESTION 3 (if applicable)	SUPPORT QUESTION 4 (if applicable)
What factors contribute to or restrict cultural change?	
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Entrance/Exit tickets, Guided Reading, Turn and Talk	
FEATURED SOURCE(s) <i>may include</i>	FEATURED SOURCE(s) <i>may include</i>

## Modern Society UBD

Credible, reliable and relevant sources, including primary sources, newspapers, textbook, magazines, etc. will be used to complete the formative task.

### SUMMATIVE ASSESSMENT TASK(S)

Construct and argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing perspectives.

### CIVIC ENGAGEMENT

Socratic Seminar, Philosphical Chairs, Structured Academic Controversy, etc.

Unit 3 The Power of Groups	
ESSENTIAL QUESTION(S)	
INDIVIDUALS, GROUPS, & INSTITUTIONS: How am I influenced by institutions? How do institutions change? What is my role in institutional change?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry	I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation. I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.
Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources	I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.
Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.	I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources. I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass medial). I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.	I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways. I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.
Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i> .	I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
BH2.a: Relationship of people and groups	I investigate how language and culture can unify a group of people.
BH3.a: Social interactions	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
The impact of social groups on human behavior.	Statuses/Roles/Conformity/Groupthink
COMPELLING UNIT QUESTION	
How is my behavior influenced by groups?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
How are group statuses and roles interrelated?	How is human behavior influenced by groupthink?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Primary source annotation and alaysis	Primary source annotation and alaysis
FEATURED SOURCE(s) may include	FEATURED SOURCE(s) may include
Credible, reliable and relevant sources, including primary sources, newspapers, textbook, magazines, etc.will be used to complete the formative task.	Credible, reliable and relevant sources, including primary sources, newspapers, textbook, magazines, etc.will be used to complete the formative task.
SUMMATIVE ASSESSMENT TASK(s)	
Construct and argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing perspectives.	
CIVIC ENGAGEMENT	
Socratic Seminar, Philophical Chairs, Structured Academic Controversy, etc.	

Unit 4 Social Class and Stratification	
ESSENTIAL QUESTION(S)	
<p><b>CULTURE:</b> What is culture? What roles does culture play in human and societal development?</p> <p><b>TIME, CONTINUITY, CHANGE:</b> Why is the past important to us today? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?</p> <p><b>PEOPLE, PLACES, &amp; ENVIRONMENTS:</b> How do geography, climate, and resources affect the way people live and work?</p> <p><b>INDIVIDUAL DEVELOPMENT &amp; IDENTITY:</b> How do individuals develop over time? How do external factors influence our identity and behavior?</p> <p><b>INDIVIDUALS, GROUPS, &amp; INSTITUTIONS:</b> How am I influenced by institutions? How do institutions change? What is my role in institutional change?</p> <p><b>POWER, AUTHORITY, &amp; GOVERNANCE:</b> How do different political and economic systems affect civic life?</p> <p><b>PRODUCTION, DISTRIBUTIONS, &amp; CONSUMPTION:</b> What impacts a person's way of life or standard of living? How do scarcity and competition influence decision-making at the personal, business, and government levels? What is the relationship between decision-making and economic outcomes?</p> <p><b>SCIENCE, TECHNOLOGY, &amp; SOCIETY:</b> How do technology influence social and cultural change in a global society?</p> <p><b>GLOBAL CONNECTIONS:</b> How does diversity impact society?</p> <p><b>CIVIC IDEALS &amp; PRACTICE:</b> What knowledge and skills are needed to participate effectively in our political system? What is the role of the citizen in the community and the nation, and as a member of the world community?</p>	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i> .	<p><b>CAUSE:</b> -I evaluate how different groups and individuals contributed to the event or cause</p> <p><b>EFFECT:</b> -I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.</p>
Standard SS.PS4: Wisconsin students will <i>develop and employ</i> skills for civic literacy.	<p><b>CIVIL RIGHTS &amp; CIVIL LIBERTIES</b> -I assess the impact of individuals, groups, and movements on the development of civil rights for different groups</p>
PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S)	
Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry	<p>I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p> <p>I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.</p>
Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources	<p>I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources</p> <p>I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.</p>
Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.	<p>I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.</p> <p>I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).</p> <p>I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</p>
Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.	<p>I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways.</p> <p>I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.</p>
Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i> .	I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Social class and social-economic stratification	Class system/Class inequalities/Social mobility
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
BH2.a.: <i>Relationship of people and groups</i>	I evaluate the factors that contribute to cooperation and conflict among peoples of a country
BH3.a.: <i>Social interactions</i>	I can analyze the means by and extent to which groups and institutions can influence people

COMPELLING UNIT QUESTION	
How is our behavior impacted by our social class?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
What factors determine one's social class?	How easily can social class be changed?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Entrance/Exit tickets, Guided Reading, Turn and Talk	Entrance/Exit tickets, Guided Reading, Turn and Talk
FEATURED SOURCE(s) <i>may include</i>	FEATURED SOURCE(s) <i>may include</i>
Credible, reliable and relevant sources, including primary sources, newspapers, textbook, r	Credible, reliable and relevant sources, including primary sources, newspapers, textbook, r
SUPPORT QUESTION 3 (if applicable)	SUPPORT QUESTION 4 (if applicable)
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
FEATURED SOURCE(s) <i>may include</i>	FEATURED SOURCE(s) <i>may include</i>
SUMMATIVE ASSESSMENT TASK(s)	
Construct an argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing perspectives.	
CIVIC ENGAGEMENT	
Socratic Seminar, Philosphical Chairs, Structured Academic Controversy, etc.	

Priority Standards & Learning Target Unit Reference		UNIT 1	UNIT 2	UNIT 3	UNIT 4
Standard SS.BH1: Wisconsin students will <i>examine</i> individual cognition, perception, behavior, and identity (Psychology).	I analyze the effects of discrimination (culture, ethnicity, race, age, religion, gender, and social class) on a person's self-image, ability to empathize, and personal identity when interacting with others.		X		
Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.	X	X	X	X
Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i> .	<i>I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives;</i>		X		
	<i>-I evaluate how different groups and individuals contributed to the event or cause</i>		X		X
	<i>I evaluate multiple events from different perspectives using primary and secondary sources, and -I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.</i>		X		X
Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.	CHOICES & DECISION MAKING: I can perform a cost-benefit analysis (i.e. strengths and weaknesses of alternative options) on a real-world situation and how those choices are reflected in economic markets.				
	INCENTIVES I evaluate how incentives determine what is produced and distributed in a competitive market system.				
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	<b>CIVIL RIGHTS &amp; CIVIL LIBERTIES</b> <i>-I critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.</i>	X			X
	<i>-I assess the impact of individuals, groups, and movements on the development of civil rights for different groups</i>				
	<b>FUNDAMENTALS OF CITIZENSHIP</b> <i>-I assess the difference in constitutional and legal protections for citizens vs. noncitizens.</i>				
	<i>-I demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).</i>				
	<i>I analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.</i>				
	<i>-I evaluate different goals and methods of groups who have advocated for access to greater rights</i>				
	<i>-I analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.</i>				
<b>PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S)</b>					
Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry	I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.	X	X	X	X
	I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.	X	X	X	X
Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources	I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources		X	X	X
	I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.	X	X	X	X
Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using	I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.		X	X	X
	I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).		X	X	X
	I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.	X	X	X	X
Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.	I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).		X	X	X
	I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.		X	X	X
Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i> .	I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.		X	X	X