MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY

Moorestown High School
Social Studies Department

Introduction to Sociology
Grades 11 & 12

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Prepared by: Greg Harr
Supervisor: Roseth Rodriguez

Contents

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Course Description and Fundamental Concepts

Introduction to Sociology helps students to understand their place in a larger society. By examining human behavior in a systematic way, students will see how their values and lifestyle is similar and different to those around them and across the globe. Part of living in a diverse country and world is identifying the vast differences among people while at the same time recognizing the same underlying patterns of behavior, and studying sociology allows us to do this. By recognizing that people impact those around them as they in turn are impacted, students can become more self-aware about the influences that shape their attitudes and actions. Whether they study the discipline at the post-secondary level or simply apply its concepts in their day-to-day interactions, sociology students will be better suited to the challenges and joys of living in a diverse global society.

New Jersey Student Learning Standards (NJSLS)

Era 13. Postwar United States: Civil Rights and Social Change (1945 to early 1970s)

The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.

Core Idea	Performance Expectations
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	• 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	• 6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
Governments and financial institutions influence monetary and fiscal policies.	• 6.1.12.EconNE.13.c: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).

Core Idea	Performance Expectations
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	• 6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
Complex interacting factors influence people's perspective.	• 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
Historical sources and evidence provide an understanding of different points of view about historical events.	• 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.

Era 14. Contemporary United States: Domestic Policies (1970–Today)

Differing views on government's role in social and economic issues led to greater partisanship in government decision-making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

Core Idea	Performance Expectations
Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.	• 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

Core Idea	Performance Expectations
Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.	• 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	• 6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

Core Idea	Performance Expectations
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	• 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence. • 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
Historical sources and evidence provide an understanding of different points of view about historical events.	• 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. • 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

Era 16. Contemporary United States: Interconnected Global Society (1970–Today)

Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.

Core Idea	Performance Expectations
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	• 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
To better understand the historical perspective, one must consider historical context.	• 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	• 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Era 3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)

The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

Core Idea	Performance Expectations
Resources impact what is produced and employment opportunities.	• 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	• 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

Era 5. The 20th Century Since 1945: Challenges for the Modern World

Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.

Core Idea	Performance Expectations

Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

History, Culture, and Perspective: Historical Sourcing and Evidence

Core Idea	Performance Expectations
Historical sources and evidence provide an understanding of different points of view about historical events.	• 6.3.12.HistorySE.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).

English Language Arts Companion Standards *List appropriate units below for which standards may be addressed*		
Unit Addressed	**Standard #**	**Standard Description**
8	**RH.11-12.1.**	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
5, 7	**RH.11-12.2.**	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or the author's perspective(s) develop over the course of the text.
5, 7	**RH.11-12.3.**	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
7	**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 faction in Federalist No. 10).

	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.
7	**RH.11-12.6.**	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
5, 6, 7	**RH.11-12.7.**	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
	RH.11-12.8.	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
5, 8	**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.
5, 6, 7	**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.
	WHST.11-12.1.	Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

		E. Provide a concluding paragraph or section that supports the argument presented.
8	**WHST.11-12.2.**	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. E. Provide a concluding paragraph or section that supports the argument presented.
1, 8	**WHST.11-12.4.**	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
8	**WHST.11-12.5.**	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
1, 8	**WHST.11-12.6.**	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
8	**WHST.11-12.7.**	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8	WHST.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
8	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
8	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Career Awareness, Exploration, Preparation, and Training (**Standard 9.2**)
List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	**Core Idea**	**Standard / Description**
6	There are strategies to improve one's professional value and marketability.	*9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.* *9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.* *9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.*
8	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	*9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.*

		9.2.12.CAP.5: *Assess and modify a personal plan to support current interests and postsecondary plans.* *9.2.12.CAP.6*: *Identify transferable skills in career choices and design alternative career plans based on those skills.* *9.2.12.CAP.7*: *Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.* *9.2.12.CAP.8*: *Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.* *9.2.12.CAP.9*: *Locate information on working papers, what is required to obtain them, and who must sign them.* *9.2.12.CAP.10*: *Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).* *9.2.12.CAP.11*: *Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.*
	An individual's income and benefit needs and financial plan can change over time.	*9.2.12.CAP.12*: *Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.* *9.2.12.CAP.13*: *Analyze how the economic, social, and political conditions of a time period can affect the labor market.*
6	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	*9.2.12.CAP.14*: *Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.*

| | Understanding income involves an analysis of payroll taxes, deductions and earned benefits. | *9.2.12.CAP.15*: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.
9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).
9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.
9.2.12.CAP.20: Analyze a Federal and State Income Tax Return. |
| | There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals. | *9.2.12.CAP.21*: Explain low-cost and low-risk ways to start a business.
9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
9.2.12.CAP.23: Identify different ways to obtain capital for starting a business |

Life Literacies and Key Skills (Standard 9.4)
List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	**Core Idea**	**Standard / Description**
8	**Creativity and Innovation**: With a growth mindset, failure is an important part of success.	*9.4.12.CI.1*: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

8	**Creativity and Innovation**: Innovative ideas or innovation can lead to career opportunities.	*9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).* *9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).*
8	**Critical Thinking and Problem-solving:** Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	*9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).* *9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).* *9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).* *9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.*
	Digital Citizenship: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.	*9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).* *9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics*
	Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.	*9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).* *9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).* *9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.*
	Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities.	*9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.*

		Digital Citizenship: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.	*9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).*
		Digital Citizenship: Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.	*9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.*
		Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.	*9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).*
8		**Information and Media Literacy:** Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.	*9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.* *9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.*

	Information and Media Literacy: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully	*9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)* *9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).*
	Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically.	*9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).* *9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).*
	Information and Media Literacy: Accurate information may help in making valuable and ethical choices.	*9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).*
3, 8	**Information and Media Literacy:** Media have embedded values and points of view.	*9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).* *9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).*
	Technology Literacy: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	*9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).* *9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.*

	Technology Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	*9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.* *9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).*

Interdisciplinary Connections ([2020 NJSLS](#))
List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#))
List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
8	Creating	*Anchor Standard 1: Generating and conceptualizing ideas.* *Anchor Standard 2: Organizing and developing ideas.* *Anchor Standard 3: Refining and completing products.*
8	Connecting	*Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.* *Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.*
8	Performing/ Presenting/ Producing	*Anchor Standard 4: Selecting, analyzing, and interpreting work.* *Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.* *Anchor Standard 6: Conveying meaning through art.*
3, 8	Responding	*Anchor Standard 7: Perceiving and analyzing products.* *Anchor Standard 8: Applying criteria to evaluate products.* *Anchor Standard 9: Interpreting intent and meaning.*

Unit Addressed	Content / Standard #	Standard Description
1	**Physical Education 2.2.12.LF.5**	*Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).*
2	**Math S-ID A**	*Summarize, represent, and interpret data on a single count or measurement variable*

2	**Math** **S-IC A**	*Understand and evaluate random processes underlying statistical experiments*
2	**Science** **HS-LS2-7**	*Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*
2	**Physical Education** **2.2.12.LF.2**	*Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.*
3	**Science** **HS-LS3-1**	*Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.*
3	**Physical Education** **2.3.12.PS.1**	*Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).*
4	**Science** **3-LS2-1**	*Construct an argument that some animals form groups that help members survive.*
5	**Physical Education** **2.3.12.DSDT.3**	*Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).*
6	**Physical Education** **2.3.12.HCDM.5**	*Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).*
7	**Physical Education** **2.1.12.SSH.1**	*Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.*
7	**Physical Education** **2.1.12.SSH.2**	*Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.*
7	**Physical Education** **2.1.12.SSH.3**	*Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.*
7	**Science HS-LS3-1**	*Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.*
8	**Math** **S-ID A**	*Summarize, represent, and interpret data on a single count or measurement variable*

8	**Math** **S-IC A**	*Understand and evaluate random processes underlying statistical experiments*
8	**Math** **S-IC B.**	*Make inferences and justify conclusions from sample surveys, experiments, and observational studies*

Amistad, Holocaust, LGBT and Disabilities, Diversity and Inclusion, Asian Americans and Pacific Islanders Laws:

Unit Addressed	Performance Expectations
1, 5, 7	**Amistad Law: N.J.S.A. 18A 35-4.43 (Grades K-12)** Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America. The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.
5, 7	**Holocaust/Genocide Law: N.J.S.A. 18A:35-28 (Grades K-12)** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
1, 4, 7	**Disabled and LGBT Persons Law: N.J.S.A. 18A:35-4.35 (Grades 6 -12)** A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards

1, 2, 3, 4, 5, 6, 7, 8	**Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a (Grades K-12)** Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
7	**Asian American, Pacific Islander History and Contributions Law**: **N.J.S.A. 18A:35-4.44 (Grades K-12)** A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
1. The Sociological Perspective 2. Culture	September (~19 days)
2. Culture 3. Socialization	October (~19 days)
3. Socialization 4. Social Structure	November (~16 days)
5. Social Control and Deviance 6. Social Class	December (~15 days)
7. Racial/Ethnic & Gender Inequality 8. Sociological Research	January (~18 days)
1. The Sociological Perspective 2. Culture	February (~18 days)
2. Culture 3. Socialization	March (~15-20 days)
3. Socialization 4. Social Structure	April (~15-20 days)
5. Social Control and Deviance 6. Social Class	May (~18 days)
7. Racial/Ethnic & Gender Inequality 8. Sociological Research	June (~15 days)

Unit Name: 1. The Sociological Perspective		

Learning Goals: What do I want my students to learn?

Standards

−*6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.*

−*6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.*

NJSLS - Career Awareness, Exploration, Preparation, and Training
NJSLS - Life Literacies and Key Skills
NJSLS - Interdisciplinary Standards

Fundamental Concepts / Big Ideas

- What is sociology?
- How did the study of sociology develop?
- How can sociologists examine aspects of society?

Learning Objectives

Students will be able to…
- Define sociology and the sociological perspective.
- Compare and contrast sociology with the other social sciences.
- Evaluate the importance of the sociological perspective.
- Trace the history of sociology through its major theorists. (Amistad) (LGBTQ+ and People with Disabilities)
- Define and contrast the three major sociological perspectives. (DandI)
- Apply the three major sociological perspectives to common social issues.

Unit Name: 2. Culture

Learning Goals: What do I want my students to learn?

Standards

NJSLS -
–6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

–6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement

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Fundamental Concepts / Big Ideas

- What is culture?
- How does culture vary across the world and the country?

Learning Objectives

Students will be able to…
- Define culture and its major components
- Describe examples of the elements of culture found in American society
- Compare and contrast American culture with foreign cultures. (DandI)
- Identify and describe examples of American subcultures.(DandI)

Unit Name: 3. Socialization

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) -
–6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

–6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLS - Life Literacies and Key Skills](#)
[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- What factors influence an individual's development?

Learning Objectives

Students will be able to…
- Describe the difference between genetic and cultural influences on personality development.
- Analyze the influence of the family, peers, schools, and religion on a person's development. (DandI)
- Evaluate the impact of media on an individual's socialization.
- List and define various processes of socialization.

Unit Name: 4. Social Structure

Learning Goals: What do I want my students to learn?

Standards

NJSLS -

−*6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.*

−*6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.*

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Fundamental Concepts / Big Ideas

- How is society organized?
- How does social structure affect human relationships?
- How do groups function as units of society?

Learning Objectives

Students will be able to…
- Identify and define the basic units of social structure: status, role, group
- Apply patterns of social structure to everyday behavior.
- Identify and define the characteristics of different types of human societies. (DandI)

Unit Name: 5. Social Control and Deviance

Learning Goals: What do I want my students to learn?

Standards

NJSLS -
−*6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.*

−*6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.*

−*6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.*

−*6.3.12.HistorySE.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).*

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Fundamental Concepts / Big Ideas

- How does society enforce conformity to its values and norms?
- Why does deviance occur?
- How does the American criminal justice system deal with deviance?

Learning Objectives

Students will be able to…
- Identify and describe types of social control.
- Evaluate experiments done to test human conformity and obedience. (Holocaust & Genocide)
- Define deviance and evaluate different theories on its causes.
- Analyze major issues related to crime and the prison system in the United States. (DandI)(6.3 Civics)

Unit Name: 6. Social Class

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) -
–6.1.12.EconNE.13.c: *Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).*

–6.1.12.CivicsPI.14.d: *Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.*

–6.1.12.HistoryCC.16.b: *Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.*

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Fundamental Concepts / Big Ideas

- What is social class?
- How is the United States divided into social classes, and what difference does it make?
- What problems are associated with poverty in the United States?

Learning Objectives

Students will be able to…
- Define social class. (DandI)
- Identify, describe, and distinguish the major social classes of the United States (upper, upper-middle, middle, working, lower). (DandI)
- Identify and describe major problems faced by the poor in American society. (DandI)

Unit Name: 7. Race/Ethnicity & Sex/Gender

Learning Goals: What do I want my students to learn?

Standards

NJSLS -
–6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).

–6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.

–6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.

–6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.

–6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

–6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

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Fundamental Concepts / Big Ideas

- What patterns of treatment do racial/ethnic minorities experience in a society? (Amistad) (AAPI) (Holocaust & Genocide) (DandI)
- What problems and challenges do racial/ethnic minority groups in the US face today? (Amistad) (AAPI) (Holocaust & Genocide) (DandI)
- What inequalities are related to sex/gender in the US today?

Learning Objectives

Students will be able to…
- Identify and describe patterns of treatment toward racial/ethnic minorities throughout history
- Analyze specific issues dealt with by racial/ethnic minority groups in the US today.
- Analyze specific issues related to sex/gender inequality in the US today.

Unit Name: 8. Sociological Research

Learning Goals: What do I want my students to learn?

Standards

NJSLS -
–6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

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Fundamental Concepts / Big Ideas

- How do sociologists conduct research?

Learning Objectives

Students will be able to…
- Identify a group within society that they are interested in learning more about. (DandI)
- Create a research plan including reading, interview questions, and observations. (DandI)
- Conduct interviews and observe/participate with their group. (DandI)

Please contact the content supervisor for any questions.