

**Winslow Township School District**  
**Sociology (CP)**  
**Unit 6**

## Unit 6 Social Change

**Overview:** Change occurs in all societies at various rates, but is influenced by a few major factors. The unit will investigate what factors influence social change, and to what extent. It will also investigate the resistance to social change in all cultures.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p><a href="#"><u>Unit 6</u></a></p> <p><i>Social Change</i></p>	<ul style="list-style-type: none"> <li>• 6.1.12.CivicsDP.5.a</li> <li>• 6.1.12.HistoryUP.5.a</li> <li>• 6.1.12.HistoryCA.6.a</li> <li>• 6.1.12.CivicsHR.8.a</li> <li>• 6.1.12.CivicsPR.10.a</li> <li>• 6.1.12.CivicsHR.11.b</li> <li>• 6.1.12.HistoryUP.11.a</li> <li>• 6.1.12.CivicsPI.13.a</li> <li>• 6.1.12.CivicsDP.13.a</li> <li>• 6.1.12.GeoPP.13.b</li> <li>• 6.1.12.EconEM.13.a</li> <li>• 6.1.12.CivicsPI.14.d</li> <li>• 6.1.12.CivicsPD.14.a</li> <li>• 6.1.12.GeoPP.14.a</li> <li>• 6.1.12.HistoryCA.14.b</li> <li>• 6.1.12.HistorySE.14.a</li> <li>• 6.1.12.HistorySE.14.b</li> <li>• 6.1.12.CivicsHR.15.a</li> <li>• 6.1.12.HistoryCC.15.b</li> <li>• 6.1.12.HistoryCC.15.c</li> <li>• 6.3.12.CivicsPD.1</li> <li>• 6.3.12.CivicsHR.1</li> <li>• 6.3.12.GeoGI.1</li> </ul>	<ul style="list-style-type: none"> <li>• define social change and other terms relevant to the unit</li> <li>• Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure</li> <li>• Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges</li> <li>• Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).</li> <li>• Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide</li> </ul>	<ul style="list-style-type: none"> <li>• What factors influence social change?</li> <li>• What factors create resistance to social change?</li> <li>• Why is there a need or desire for social change?</li> <li>• What influences collective behavior?</li> </ul>

**Winslow Township School District**  
**Sociology (CP)**  
**Unit 6**

	<ul style="list-style-type: none"> <li>• 6.3.12.EconGE.1</li> <li>• 6.3.12.HistorySE.1</li> <li>• 6.3.12.HistoryCA.12</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.</li> <li>• Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.</li> </ul>	
<p><b><i>Unit 6: Enduring Understandings</i></b></p>	<ul style="list-style-type: none"> <li>• Social change is the alteration in a society’s makeup or norms that occurs when many members of a society adopt new behaviors.</li> <li>• Social structures are enveloping systems that continually evolve in response to changing values and new technology.</li> <li>• Social change is constant among all cultures.</li> <li>• The degree to which change occurs in cultures is partly dependent on the number of culture traits that exist.</li> <li>• Social change is influenced by technology, population, the natural environment, wars and conquest, and cultural diffusion.</li> </ul>		

**Winslow Township School District**  
**Sociology (CP)**  
**Unit 6**

Curriculum Unit 6	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit 6: Social Change</b>	6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.	1	23
	6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.	1	
	6.1.12.HistoryCA.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.	1	
	6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.	1	
	6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.	1	
	6.1.12.CivicsHR.11.b	Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.	1	
	6.1.12.HistoryUP.11.a	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.	1	
	6.1.12.CivicsPI.13.a	Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.	1	
	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	1	

**Winslow Township School District**  
**Sociology (CP)**  
**Unit 6**

		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.GeoPP.13.b	Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.	1	
	6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).	1	
	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.	1	
	6.1.12.CivicsPD.14.a	Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.	1	
	6.1.12.GeoPP.14.a	Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.	1	
	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.	1	
	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.	1	
	6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.	½	
	6.1.12.CivicsHR.15.a	Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.	½	

**Winslow Township School District**  
**Sociology (CP)**  
**Unit 6**

	6.1.12.HistoryCC.15.b	Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.	½	
	6.1.12.HistoryCC.15.c	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.	½	
	6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.	½	
	6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.	½	
	6.3.12.GeoGI.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.	½	
	6.3.12.EconGE.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.	½	
	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).	½	
	6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.	½	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District**  
**Sociology (CP)**  
**Unit 6**

<b>Unit 6</b>	
<b>Core Ideas</b>	<b>Performance Expectations</b>
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
Complex interacting factors influence people’s perspective.	6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past	6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
Human rights serve as a foundation for democratic beliefs and practices.	6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
Governments around the world support universal human rights to varying degrees	6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s laws in eliminating segregation and discrimination.
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).

**Winslow Township School District**  
**Sociology (CP)**  
**Unit 6**

Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	6.1.12.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
Since most choices involve a little more of one thing and a little less of something else, economic decision-making includes weighing the additional benefit of the action against the additional cost.	6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
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.
Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives	6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	• 6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
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.
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 perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
Governments around the world support universal human rights to varying degrees.	6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.

**Winslow Township School District**  
**Sociology (CP)**  
**Unit 6**

	6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.	6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
Governments around the world support universal human rights to varying degrees.	6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
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).
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

**Winslow Township School District**  
**Sociology (CP)**  
**Unit 6**

<b>Unit 6</b>	
<b>Assessment Plan</b>	
<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Question and Answer</li> <li>• Social Studies Similarities and Differences Chart</li> <li>• Timeline completion and success (Development of Sociology and Sociologists)</li> <li>• Graphic Organizer analysis and discussion</li> <li>• Unit 6 Assessment Test</li> </ul>	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> <li>• Read and Examine following Primary Sources: The Sociological Imagination (C. Wright Mills)</li> <li>• Write an essay comparing the 3 sociological perspectives</li> <li>• Write an essay explaining the development and history of sociology as a field of study.</li> </ul>
<b>Resources</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>• <a href="#">Ed: Your Friend in Learning</a></li> <li>• HMH Assessment Workbook</li> <li>• NJ Amistad Commission Interactive Curriculum</li> <li>• NJ Commission on Holocaust Education</li> <li>• <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></li> <li>• McGraw-Hill—Sociology &amp; You</li> <li>• Holt, Rinehart and Winston—Sociology: The Study of Human Relationships</li> <li>• TED Talks</li> <li>• <a href="https://www.nj.gov/education/holocaust/curriculum/NorthAmericanGenocide.pdf">https://www.nj.gov/education/holocaust/curriculum/NorthAmericanGenocide.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Survival Winslow</i></li> <li>• Sociologist Presentations</li> <li>• Note-taking</li> <li>• Cross-Cultural Perspectives</li> <li>• Understanding Sociological Ideas</li> <li>• Developing Research Skills</li> <li>• Unit 1 Assessment Test</li> </ul>
<b>Instructional Best Practices and Exemplars</b>	
<ol style="list-style-type: none"> <li>1. Identifying similarities and differences</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Nonlinguistic representations</li> </ol>	<ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and advance organizers</li> <li>10. Manage response rates</li> </ol>

**Winslow Township School District**  
**Sociology (CP)**  
**Unit 6**

**9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills**

- 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
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media
- 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
- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Winslow Township School District**  
**Sociology (CP)**  
**Unit 6**

**Modifications for Special Education/504**

**Students with special needs:** The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

**Presentation accommodations:**  Listen to audio recordings instead of reading text  Learn content from audiobooks, movies, videos and digital media instead of reading print versions  Use alternate texts at lower readability level  Work with fewer items per page or line and/or materials in a larger print size  Use magnification device, screen reader, or Braille / Nemeth Code  Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)  Be given a written list of instructions  Record a lesson, instead of taking notes  Have another student share class notes with him  Be given an outline of a lesson  Be given a copy of teacher's lecture notes  Be given a study guide to assist in preparing for assessments  Use visual presentations of verbal material, such as word webs and visual organizers  Use manipulatives to teach or demonstrate concepts  Have curriculum materials translated into native language

**Response accommodations:**  Use sign language, a communication device, Braille, other technology, or native language other than English  Dictate answers to a scribe  Capture responses on an audio recorder  Use a spelling dictionary or electronic spell-checker  Use a word processor to type notes or give responses in class  Respond directly in the test booklet rather than on an answer sheet.

**Setting accommodations:**  Work or take a test in a different setting, such as a quiet room with few distractions  Sit where he learns best (for example, near the teacher, away from distractions)  Use special lighting or acoustics  Take a test in small group setting  Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)  Use noise buffers such as headphones, earphones, or earplugs

**Timing accommodations:**  Take more time to complete a task or a test  Have extra time to process oral information and directions  Take frequent breaks, such as after completing a task

**Scheduling accommodations:**  Take more time to complete a project  Take a test in several timed sessions or over several days  Take sections of a test in a different order  Take a test at a specific time of day

**Organization skills accommodations:**  Use an alarm to help with time management  Mark texts with a highlighter  Have help coordinating assignments in a book or planner

**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

**Winslow Township School District**  
**Sociology (CP)**  
**Unit 6**

<b>English Language Learners</b>	<b>Modifications for Gifted Students</b>
<p>All WIDA Can Do Descriptors can be found at this link: <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading <input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>• Assist with organization</li> <li>• Use of computer</li> <li>• Emphasize/highlight key concepts</li> <li>• Teacher Modeling</li> <li>• Peer Modeling</li> <li>• Label Classroom Materials - Word Walls</li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> <li>• Students can complete extended research outside of the classroom</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content</li> <li>• Project Based Learning</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> <li>• <a href="#">Gifted Programming Standards</a></li> <li>• <a href="#">Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy</a></li> <li>• <a href="#">REVISED Bloom's Taxonomy Action Verbs</a></li> </ul>

**Winslow Township School District**  
**Sociology (CP)**  
**Unit 6**

**Interdisciplinary Connections**

- RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RH.9-10.1. 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.
- RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
- RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
- RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
  - 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.
- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts,

**Winslow Township School District**  
**Sociology (CP)**  
**Unit 6**

**Integration of Computer Science and Design Thinking NJSLS 8**

8.1.12.NI.2: Evaluate security measures to address various common security threats.

8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.