

Paulsboro Schools



Curriculum

Sociology

Grades 11-12

2014 - 2015

*** For adoption by all regular education programs as specified, and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.**

Board Approved: 10-2014

Paulsboro Schools Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Superintendent
Dr. Walter Quint

BOARD OF EDUCATION

Mr. Thomas C. Ridinger - President
Ms. Bonnie Eastlack - Vice President
Mr. Andrew J. Chapkowski*
Mrs. Paula Giampola
Mr. Marvin E. Hamilton, Sr.
Mr. Joseph L. Lisa
Mrs. Lisa L. Lozada-Shaw
Mrs. Lisa Priest
Mrs. Irma R. Stevenson
Mr. Jim Walter, II

Greenwich Township Board of Education Representative

Curriculum writing team members:
Michael Calabrese
Richard Riskie

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Introduction/Philosophy:

The Paulsboro Public Schools are committed to providing all students with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of Social Studies focuses on the deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Classroom instruction will include the natural integration of technology, which will allow our students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The Paulsboro Public School District is committed to providing authentic learning experiences that enable our students to apply content knowledge, develop citizenship skills, and collaborate with other students to prepare them for the 21st century workplace. This curriculum guide is designed to be a resource for staff members and to provide guidance in the planning, delivery, and assessment of Social Studies instruction.

Educational Goals (taken from NJCCCS)

- (1) Develop students who are civic minded, globally aware, socially responsible, and able to recognize the implications of an interconnected global economy.
- (2) Investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.
- (3) Analyze and evaluate multiple perspectives, value diversity, promote cultural understanding, and appreciate the global dynamics between people, places, and resources.
- (4) Demonstrate informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplify the fundamental values of American Citizenship.

Sociology

Scope and Sequence Map

Quarter 1

Big Idea: Origins and Development of Culture and Society

- I. Culture and Society
 - Society
 - Culture
 - Material Culture and Non-Material Culture
 - Cultural universals
 - Cultural Relativism
 - Ethnocentrism
- II. Origins and Development
 - The Human Experience on Earth
 - Prehistoric / Historic
 - Paleolithic / Neolithic
 - Cultural Diffusion / Cultural Transmission
 - Oral Traditions

Big Idea: Organization, Maintenance, and Problems in Society

- I. Cultural Organization and Maintenance
 - Cultural Norms (taboos, mores, and folkways)
 - Values
 - Institutions (school, religion, government)
 - Conformity / Non-Conformity
 - Deviant Behavior
 - Sanctions
 - Capital Punishment
 - Deterrent
- II. Subcultures
 - Definition
 - National Motto (E Pluribus Unum)
 - Pluralism
 - Assimilation

Quarter 2

Big Idea: The Study of Human Behavior

- I. Human Behavior
 - Why we Study Behavior
 - Nature vs. Nurture
 - Traits
 - Personality

Big Idea: Theories of Behavior

- I. Ivan Pavlov
 - Define Classical Conditioning
 - Experiments with dogs
 - Conditioned/Unconditioned Responses
 - Generalization

<ul style="list-style-type: none">- Façade- Introvert/Extrovert- Self Concept	<ul style="list-style-type: none">- Extinction- Punishment /Reinforcement <p>II. John Watson</p> <ul style="list-style-type: none">- Define Behaviorism- Experiments with babies- Ethical issues- Connection to Pavlov's experiments <p>III. B.F. Skinner</p> <ul style="list-style-type: none">- Define Operant Conditioning- Experiments with rats- Application to everyday situations <p>IV. Sigmund Freud / Psychoanalytic Theory</p>
---	---

Curriculum Management System – Big Idea 1

Sociology Grades 11-12	Suggested days of instruction -- 20
Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to: <i>SOC.9-12.6.1.12.D.3.e - [Cumulative Progress Indicator] - Determine the impact of religious and social movements on the development of American CULTURE, literature, and art.</i> <i>SOC.9-12.6.3.12.5 - [Content Statement] - Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.</i> <i>FL.6-12.7.1.IL.A.C - [Content Statement] - The study of another language and CULTURE deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)</i> <i>FL.6-12.7.1.IL.A.D - [Content Statement] - Due to globalization and advances in technology, the products and practices of</i>	Big Idea 1
	Origins and Development of Culture in Society
	Topics / Units: Culture and Society Origins and Development of Culture
	Overarching Goals: (1) Develop students who are civic minded, globally aware, socially responsible, and able to recognize the implications of an interconnected global economy. (2) Investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions. (3) Analyze and evaluate multiple perspectives, value diversity, promote cultural understanding, and appreciate the global dynamics between people, places, and resources. (4) Demonstrate informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplify the fundamental values of American Citizenship.
	Goals: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

a *CULTURE* change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

FL.6-12.7.1.IL.A.J - [Content Statement] - Current trends and issues influence popular *CULTURE*. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

FL.6-12.7.1.IL.A.3 - [Cumulative Progress Indicator] - Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target *CULTURE*(s) and in one's own *CULTURE*.

FL.6-12.7.1.IL.B.D - [Content Statement] - Due to globalization and advances in technology, the products and practices of a *CULTURE* change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

WORK.9-12.9.1.12.1 - [Content Statement] - The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

- All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Essential Questions:

1. Why did our ancestors organize themselves into societies?
2. What is the relationship of culture to society?
3. What developments in the human experience led to the development of modern societal culture?

Enduring Understanding:

SOC.9-12.6.1.12.D - [Strand] - History, Culture, and Perspectives

WORK.9-12.9.1.12 B - [Strand] - Employability Skills

FL.6-12.7.1.IL.A - [Strand] - Interpretive Mode

Conceptual Understanding:

SOC.9-12.6.1.12.D.3.e - [Cumulative Progress Indicator] - Determine the impact of religious and social movements on the development of American *CULTURE*, literature, and art.

SOC.9-12.6.3.12.5 - [Content Statement] - Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.

FL.6-12.7.1.IL.A.C - [Content Statement] - The study of another language and *CULTURE* deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)

FL.6-12.7.1.IL.A.D - [Content Statement] - Due to globalization and advances in technology, the products and practices of a *CULTURE* change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

Learning Activities:

Guided reading activities

Web quests

Open-ended questions

Creative writing activities

PowerPoint presentations / Note taking

Group discussions

Lectures

Video clips

Assessment Models:

Tests

Quizzes

Projects

Presentations

Booklets

Essays

Additional resources:

Text books

School library resources

YouTube.com

HistoryChannel.com

Various movie clips

WORK.9-12.9.1.12.A.1 - [Cumulative Progress Indicator] - Apply critical thinking and problem-solving strategies during structured learning experiences.

WORK.9-12.9.1.12.1 - [Content Statement] - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.

WORK.9-12.9.1.12.1 - [Content Statement] - Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.

WORK.9-12.9.1.12.D.2 - [Cumulative Progress Indicator] - Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.

FL.6-12.7.1.IL.A.J - [Content Statement] - Current trends and issues influence popular CULTURE. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

FL.6-12.7.1.IL.A.3 - [Cumulative Progress Indicator] - Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target CULTURE(s) and in one's own CULTURE.

FL.6-12.7.1.IL.B.D - [Content Statement] - Due to globalization and advances in technology, the products and practices of a CULTURE change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

WORK.9-12.9.1.12.1 - [Content Statement] - The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

WORK.9-12.9.1.12.A.1 - [Cumulative Progress Indicator] - Apply critical thinking and problem-solving strategies during structured learning experiences.

WORK.9-12.9.1.12.1 - [Content Statement] - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.

WORK.9-12.9.1.12.1 - [Content Statement] - Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.

WORK.9-12.9.1.12.D.2 - [Cumulative Progress Indicator] - Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.

Curriculum Management System - Big Idea 2

<p>Sociology Grades 11-12</p>	<p>Suggested days of instruction -- 20</p>	
<p>Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p><i>SOC.9-12.6.3.12.3 - [Content Statement] - Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.</i></p> <p><i>SOC.9-12.6.3.12.4 - [Content Statement] - Critically analyze information, make ethical judgments, and responsibly address controversial issues.</i></p> <p><i>SOC.9-12.6.3.12.5 - [Content Statement] - Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.</i></p> <p><i>WORK.9-12.9.1.12.A.3 - [Cumulative Progress Indicator] - Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries.</i></p> <p><i>WORK.9-12.9.1.12.A.4 - [Cumulative Progress Indicator] - Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.</i></p>	<p>Big Idea 2: Organization, Maintenance, and Problems in Society</p>	
	<p>Topic / Units: Cultural Organization and Maintenance Subcultures</p>	
	<p>Overarching Goals:</p> <p>(1) Develop students who are civic minded, globally aware, socially responsible, and able to recognize the implications of an interconnected global economy.</p> <p>(2) Investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.</p> <p>(3) Analyze and evaluate multiple perspectives, value diversity, promote cultural understanding, and appreciate the global dynamics between people, places, and resources.</p> <p>(4) Demonstrate informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplify the fundamental values of American Citizenship.</p>	
	<p>Goals:</p> <p><i>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.</i></p> <p><i>All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.</i></p>	
	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do norms and values promote social organization? 2. Should society promote cultural norms and values? 	<p>Learning Activities:</p> <p>Guided reading activities Web quests Open-ended questions Creative writing activities PowerPoint presentations / Note taking</p>

WORK.9-12.9.1.12.1 - [Content Statement] - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.

3. What separates nonconformity from deviant behavior?

Enduring Understanding:

SOC.9-12.6.1.12.D - [Strand] - History, Culture, and Perspectives

WORK.9-12.9.1.12 B - [Strand] - Employability Skills

Conceptual Understanding:

SOC.9-12.6.3.12.3 - [Content Statement] - Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.

SOC.9-12.6.3.12.4 - [Content Statement] - Critically analyze information, make ethical judgments, and responsibly address controversial issues.

SOC.9-12.6.3.12.5 - [Content Statement] - Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.

WORK.9-12.9.1.12.A.3 - [Cumulative Progress Indicator] - Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries.

WORK.9-12.9.1.12.A.4 - [Cumulative Progress Indicator] - Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.

WORK.9-12.9.1.12.1 - [Content Statement] - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.

Group discussions

Lectures

Video clips

Assessment Models:

Tests

Quizzes

Projects

Presentations

Booklets

Essays

Additional resources:

Text books

School library resources

YouTube.com

HistoryChannel.com

Various movie clips

Curriculum Management System – Big Idea 3

Sociology Grades 11-12	Suggested days of instruction -- 20	
Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to: <i>WORK.9-12.9.1.12.F.6 - [Cumulative Progress Indicator] - Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.</i> <i>SOC.9-12.6.2.12.C.6.d - [Cumulative Progress Indicator] - Determine how the availability of scientific, technological, and medical ADVANCES impacts the quality of life in different countries.</i> <i>SOC.9-12.6.1.12.C.12.c - [Cumulative Progress Indicator] - Analyze how scientific ADVANCEMENTS impacted the national and global economies and daily life.</i>	The Purpose of Studying Human Behavior	
	Topic / Unit: The Development of Psychology	
	Overarching Goals:	
	<p>(1) Develop students who are civic minded, globally aware, socially responsible, and able to recognize the implications of an interconnected global economy.</p> <p>(2) Investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.</p> <p>(3) Analyze and evaluate multiple perspectives, value diversity, promote cultural understanding, and appreciate the global dynamics between people, places, and resources.</p> <p>(4) Demonstrate informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplify the fundamental values of American Citizenship.</p>	
	Goals:	
<p><i>All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</i></p> <p><i>All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</i></p> <p><i>All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.</i></p>		
Essential Questions:		Learning Activities:

1. How did the study of behavior lead to a serious subject in the 20th Century?
2. How is the study of behavior helpful/useful to individuals? Society?
3. Are there any ethical dilemmas resulting that should be considered when studying human behavior?

Enduring Understanding:

SOC.9-12.6.1.12.D - [Strand] - History, Culture, and Perspectives

WORK.9-12.9.1.12 B - [Strand] - Employability Skills

Conceptual Understanding:

WORK.9-12.9.1.12.F.6 - [Cumulative Progress Indicator] - Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.

SOC.9-12.6.2.12.C.6.d - [Cumulative Progress Indicator] - Determine how the availability of scientific, technological, and medical ADVANCES impacts the quality of life in different countries.

SOC.9-12.6.1.12.C.12.c - [Cumulative Progress Indicator] - Analyze how scientific ADVANCEMENTS impacted the national and global economies and daily life.

Guided reading activities

Web quests

Open-ended questions

Creative writing activities

PowerPoint presentations / Note taking

Group discussions

Lectures

Video clips

Assessment Models:

Tests

Quizzes

Projects

Presentations

Booklets

Essays

Additional resources:

Text books

School library resources

YouTube.com

HistoryChannel.com

Various movie clips

Curriculum Management System – Big Idea 4

<p>Sociology Grades 11-12</p>	<p>Suggested days of instruction -- 20</p>	
<p>Objective/ Cluster Concept/ Cumulative Progress Indicators</p> <p>The student will be able to:</p> <p><i>WORK.9-12.9.1.12.F.6 - [Cumulative Progress Indicator] - Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.</i></p> <p><i>SOC.9-12.6.2.12.C.6.d - [Cumulative Progress Indicator] - Determine how the availability of scientific, technological, and medical ADVANCES impacts the quality of life in different countries.</i></p> <p><i>SOC.9-12.6.1.12.C.12.c - [Cumulative Progress Indicator] - Analyze how scientific ADVANCEMENTS impacted the national and global economies and daily life.</i></p>	<p>Big Idea 4: Theories of Behavior</p>	
	<p>Topics / Units: Ivan Pavlov & Classical Conditioning John Watson & Behaviorism B.F. Skinner & Operant Conditioning Sigmund Freud & Psychoanalytic theory</p>	
	<p>Overarching Goals</p> <p>(1) Develop students who are civic minded, globally aware, socially responsible, and able to recognize the implications of an interconnected global economy.</p> <p>(2) Investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.</p> <p>(3) Analyze and evaluate multiple perspectives, value diversity, promote cultural understanding, and appreciate the global dynamics between people, places, and resources.</p> <p>(4) Demonstrate informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplify the fundamental values of American Citizenship.</p>	
	<p>Goals:</p> <p>Standard 6.3 Active Citizenship in the 21st Century: <i>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.</i></p>	
	<p>Essential Questions:</p> <p>1. How can the various theories of behavior help us understand human behavior?</p> <p>Enduring Understanding:</p>	<p>Learning Activities:</p> <p>Guided reading activities Web quests Open-ended questions</p>

SOC.9-12.6.1.12.D - [Strand] - *History, Culture, and Perspectives*
WORK.9-12.9.1.12 B - [Strand] - *Employability Skills*

Conceptual Understanding:

WORK.9-12.9.1.12.F.6 - [Cumulative Progress Indicator] - *Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.*

SOC.9-12.6.2.12.C.6.d - [Cumulative Progress Indicator] - *Determine how the availability of scientific, technological, and medical ADVANCES impacts the quality of life in different countries.*

SOC.9-12.6.1.12.C.12.c - [Cumulative Progress Indicator] - *Analyze how scientific ADVANCEMENTS impacted the national and global economies and daily life.*

Creative writing activities
PowerPoint presentations / Note taking
Group discussions
Lectures
Video clips

Assessment Models:

Tests
Quizzes
Projects
Presentations
Booklets
Essays

Additional resources:

Text books
School library resources
YouTube.com
HistoryChannel.com
Various movie clips

Course Benchmarks

Students will be able to:

SOC.9-12.6.1.12.D.3.e - [Cumulative Progress Indicator] - Determine the impact of religious and social movements on the development of American CULTURE, literature, and art.

SOC.9-12.6.3.12.5 - [Content Statement] - Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.

FL.6-12.7.1.IL.A.C - [Content Statement] - The study of another language and CULTURE deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)

FL.6-12.7.1.IL.A.D - [Content Statement] - Due to globalization and advances in technology, the products and practices of a CULTURE change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

FL.6-12.7.1.IL.A.J - [Content Statement] - Current trends and issues influence popular CULTURE. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

FL.6-12.7.1.IL.A.3 - [Cumulative Progress Indicator] - Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target CULTURE(s) and in one's own CULTURE.

FL.6-12.7.1.IL.B.D - [Content Statement] - Due to globalization and advances in technology, the products and practices of a CULTURE change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

WORK.9-12.9.1.12.1 - [Content Statement] - The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

WORK.9-12.9.1.12.A.1 - [Cumulative Progress Indicator] - Apply critical thinking and problem-solving strategies during structured learning experiences.

WORK.9-12.9.1.12.1 - [Content Statement] - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.

WORK.9-12.9.1.12.1 - [Content Statement] - Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.

WORK.9-12.9.1.12.D.2 - [Cumulative Progress Indicator] - Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.

SOC.9-12.6.3.12.3 - [Content Statement] - Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.

SOC.9-12.6.3.12.4 - [Content Statement] - Critically analyze information, make ethical judgments, and responsibly address controversial issues.

SOC.9-12.6.3.12.5 - [Content Statement] - Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.

WORK.9-12.9.1.12.A.3 - [Cumulative Progress Indicator] - Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries.

WORK.9-12.9.1.12.A.4 - [Cumulative Progress Indicator] - Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.

WORK.9-12.9.1.12.F.6 - [Cumulative Progress Indicator] - Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.

SOC.9-12.6.2.12.C.6.d - [Cumulative Progress Indicator] - Determine how the availability of scientific, technological, and medical ADVANCES impacts the quality of life in different countries.

SOC.9-12.6.1.12.C.12.c - [Cumulative Progress Indicator] - Analyze how scientific ADVANCEMENTS impacted the national and global economies and daily life.

WORK.9-12.9.1.12.F.6 - [Cumulative Progress Indicator] - Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.

SOC.9-12.6.2.12.C.6.d - [Cumulative Progress Indicator] - Determine how the availability of scientific, technological, and medical ADVANCES impacts the quality of life in different countries.

SOC.9-12.6.1.12.C.12.c - [Cumulative Progress Indicator] - Analyze how scientific ADVANCEMENTS impacted the national and global economies and daily life.