



**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION
SOCIAL STUDIES DEPARTMENT CURRICULUM**

SOCIOLOGY

Grade Level: 10-12

Credits: 2.5

**BOARD OF EDUCATION ADOPTION DATE: August 25, 2022
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FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Sociology		
Course Description		
Sociology is a course that seeks to provide students with the knowledge and skills necessary to become productive members of society and be prepared for college and career. Students will be presented with a dynamic view of the concepts and theories that foster a deeper understanding of our social world. Many topics will be explored in the framework of the course, including the perspective of sociologist, the process of socialization, roles, norms, folkways and values, crime and deviance, and social institutions.		
Course Sequence and Pacing		
Unit Title	Content Statement / Unit Focus OR Section Focus	Suggested Pacing
Unit 1: Foundations of Sociology	1.1: Foundations of Sociology	11 Sessions
Unit 2: Socialization and Social Development	2.1: Child Development 2.2: Agents of Socialization 2.3: Self-Identity and Growing Up	12 Sessions
Unit 3: Culture	3.1: Introduction to Culture 3.2: Cultural Variations	12 Sessions
Unit 4: Social Structure & Groups	4.1: Building Blocks of Social Structure 4.2: Groups Within Society 4.3: The Social Construction of Reality	12 Sessions
Unit 5: Deviance, Inequality & Power	5.1: Deviance and Social Control 5.2: Social Stratification 5.3: Inequality and Power	12 Sessions
Unit 6: Careers	6.1: Career Exploration	4 Sessions
Support Resources		
Supporting resources and appendices for this curriculum are available. These include a Resource Catalog of standards-aligned activities, common formative assessment and interdisciplinary items for performance expectations and objectives in this course. - Principles of Sociology Resource Catalog Appendix A: Accommodations and Modifications for Various Student Populations Appendix B: Assessment Evidence Appendix C: Interdisciplinary Connections		

Sociology Unit 1: Foundations of Sociology		Suggested Pacing: 11 Sessions
NJSLS-SS Performance Expectations		
9.4.12.Cl.1 Demonstrate the ability to reflect, analyze and use creative skills and ideas.		
9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.		
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:		
SOC 1.1 [1] Define Sociology and explain the role it plays in the social sciences.		
SOC 1.1 [1] Define the types of sociology.		
SOC 1.1 [3] Identify C. Wright Mills' Sociological Imagination and explain its three components: History, Biography and Social Structure.		
SOC 1.1 [4] Apply the Sociological Imagination to individual decision making (look beyond simple questions).		
SOC 1.1 [5] Identify early leading sociologists and their contributions to the foundation and development of sociology.		
SOC 1.1 [6] Identify, differentiate among, and apply a variety of sociological theories. (conflict, functionalist, symbolic)		
SOC 1.1 [7] Define social institutions and explain their impact within society and how they transmit the values of society.		
SOC 1.1 [8] Identify characteristics of a social problem as opposed to an individual problem.		
SOC 1.1 [9] Distinguish the implications and possible solutions to a societal problem that we face currently.		

Sociology Unit 2: Socialization and Social Development Section 2.1 Child Development		Suggested Pacing: 4 Sessions
NJSLS-SS Performance Expectations		
9.4.12.Cl.1 Demonstrate the ability to reflect, analyze and use creative skills and ideas.		
9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.		
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:		
SOC 2.1 [1] Define and analyze socialization and describe how the process is shaped by various influences.		
SOC 2.1 [2] Define socialization as a process unique to humans that takes place from birth to death, and how it changes through the life cycle.		
SOC 2.1 [3] Distinguish the difference between nature versus nurture.		
SOC 2.1 [4] Analyze the impact of isolation on an individual's ability to become part of a society.		
SOC 2.1 [5] Analyze different aspects and impacts of socialization (including gender roles, resocialization, institutionalization, anticipatory socialization).		

Sociology Unit 2: Socialization and Social Development Section 2.2 Agents of Socialization	Suggested Pacing: 4 Sessions
NJSLS-SS Performance Expectations	
9.4.12.CI.1 Demonstrate the ability to reflect, analyze and use creative skills and ideas.	
9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
SOC 2.2 [1] Analyze and differentiate the major agents of socialization (family, peer groups, school, jobs, and mass media) and evaluate the roles and functions of each.	
SOC 2.2 [2] Analyze the various goals of socialization, including gender socialization, transmission of cultural values, appropriate role behavior and social skills.	

Sociology Unit 2: Socialization and Social Development Section 2.3 Self-Identity and Growing Up	Suggested Pacing: 4 Sessions
NJSLS-SS Performance Expectations	
9.4.12.CI.1 Demonstrate the ability to reflect, analyze and use creative skills and ideas.	
9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
SOC 2.3 [1] Identify and discuss how a sense of self emerges/ self-concept (i.e. Tabula Rasa, Looking Glass Self, Role Taking & Freud, Cooley, Mead, Durkheim)	
SOC 2.3 [2] Analyze how the self concept is formed.	
SOC 2.3 [3] Explain the contributions of various sociologists to the development of theories of self-concept (i.e. Tabula Rasa, Looking Glass Self, Role Taking & Freud, Cooley, Mead, Durkheim)	
SOC 2.3 [4] Explain and analyze the socialization process throughout one's life (childhood, adolescence, young adult, etc.)	

Sociology Unit 3: Culture Section 3.1 Introduction to Culture	Suggested Pacing: 6 Sessions
NJSLS-SS Performance Expectations	
9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	
9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
6.1.12.HistoryCC.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
SOC 3.1 [1] Define culture and identify its elements including norms, values, symbols, language, & artifacts.	
SOC 3.1 [2] Differentiate between folkways, mores and taboos.	
SOC 3.1 [3] Identify cultural universals and explain why they exist.	
SOC 3.1 [4] Define and explain cultural diffusion and culture shock.	
SOC 3.1 [5] Define and differentiate the terms ethnocentrism and cultural relativism.	

Sociology Unit 3: Culture Section 3.2 Cultural Variations	Suggested Pacing: 6 Sessions
NJSLS-SS Performance Expectations	
9.4.12.CI.1 Demonstrate the ability to reflect, analyze and use creative skills and ideas.	
9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
SOC 3.2 [1] Hypothesize factors that account for variations among and within cultures (ie: geography, immigration, cultural diffusion, technology, innovation, economics, religion, war, etc.)	
SOC 3.2 [2] Distinguish elements of dominant culture.	
SOC 3.2 [3] Compare and contrast subculture and counterculture.	

Sociology Unit 4: Social Structure & Groups Section 4.1 Building Blocks of Social Structure	Suggested Pacing: 4 Sessions
NJSLS-SS Performance Expectations	
9.4.12.CI.1 Demonstrate the ability to reflect, analyze and use creative skills and ideas.	
9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
SOC 4.1 [1] Identify status and role as the two major components of social structure.	
SOC 4.1 [2] Differentiate between ascribed, achieved and master status.	
SOC 4.1 [3] Compare and contrast role strain, role conflict, and role exit.	

Sociology Unit 4: Social Structure & Groups Section 4.2 Groups Within Society	Suggested Pacing: 4 Sessions
NJSLS-SS Performance Expectations	
9.4.12.CI.1 Demonstrate the ability to reflect, analyze and use creative skills and ideas.	
9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
SOC 4.2 [1] Define group and identify the major features.	
SOC 4.2 [2] Compare and contrast major features of primary and secondary groups.	
SOC 4.2 [3] Identify and differentiate types of groups within society. (social group, social category, social aggregate, in-group, out-group, reference groups, social networks)	
SOC 4.2 [4] Explain the purposes groups fulfill.	

Sociology Unit 4: Social Structure & Groups Section 4.3 The Social Construction of Reality	Suggested Pacing: 4 Sessions
NJSLS-SS Performance Expectations	
9.4.12.Cl.1 Demonstrate the ability to reflect, analyze and use creative skills and ideas.	
9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
SOC 4.3 [1] Define the social construction of reality.	
SOC 4.3 [2] Summarize how societies create their own realities.	

Sociology Unit 5: Deviance, Inequality & Power Section 5.1 Deviance and Social Control	Suggested Pacing: 4 Sessions
NJSLS-SS Performance Expectations	
9.4.12.Cl.1 Demonstrate the ability to reflect, analyze and use creative skills and ideas.	
9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
SOC 5.1 [1] Define deviance.	
SOC 5.1 [2] Classify the variations of deviant behavior (violent vs nonviolent, white collar, positive and negative deviance, crime)	
SOC 5.1 [3] Explain the nature and social functions of deviance.	
SOC 5.1 [4] Explain how the three theoretical perspectives explain deviance (functionalist, conflict, and interactionist).	
SOC 5.1 [5] Identify and explain the various methods of social control (retribution, rehabilitation, prison, etc.).	

Sociology Unit 5: Deviance, Inequality & Power Section 5.2 Social Stratification	Suggested Pacing: 4 Sessions
NJSLS-SS Performance Expectations	
9.4.12.Cl.1 Demonstrate the ability to reflect, analyze and use creative skills and ideas.	
9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
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.	
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.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
SOC 5.2 [1] Define social stratification.	
SOC 5.2 [2] Explain how the three major theories of social stratification differ (functionalist, conflict, and interactionist).	

SOC 5.2 [3] Examine the socio-economic, political, and cultural factors which determine social mobility and stratification in society.
SOC 5.2 [4] Recognize that social problems often occur when individuals or groups have limited access to global resources.
SOC 5.2 [5] Identify organizations and institutions which are responsible for enacting social legislation to lessen the impact of poverty.
SOC 5.2 [6] Differentiate the different social classes that exist in the United States.
SOC 5.2 [7] Define life chances and explain how it contributes to social mobility.

Sociology Unit 5: Deviance, Inequality & Power Section 5.3 Inequality and Power		Suggested Pacing: 4 Sessions
NJSLS-SS Performance Expectations		
9.4.12.Cl.1 Demonstrate the ability to reflect, analyze and use creative skills and ideas.		
9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.		
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.		
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.		
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:		
SOC 5.3 [1] Define race, ethnicity and minority group.		
SOC 5.3 [2] Explain the characteristics that distinguish minority groups from one another.		
SOC 5.3 [3] Evaluate how government policies affected the lives of minority groups in the United States.		
SOC 5.3 [4] Explore the treatment given to marginalized groups.		
SOC 5.3 [5] Evaluate how gender roles affect the opportunities available to men and women in society.		

Sociology Unit 6: Careers Section 6.1 Career Exploration		Suggested Pacing: 4 Sessions
NJSLS-SS Performance Expectations		
9.4.12.Cl:2 Identify career pathways that highlight personal talents, skills and abilities.		
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 education/training requirements, costs, loans, and debt repayment.		
9.2.12.CAP.3 Investigate how continuing education contributes to one's career and personal growth.		
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:		
SOC 6.1 [1] Identify career pathways.		
SOC 6.1 [2] Evaluate different careers.		
SOC 6.1 [3] Develop various plans (e.g. costs of public, private, training schools) and timetables for achieving them, including education/training requirements, costs, loans, and debt repayment.		
SOC 6.1 [4] Investigate how continuing education contributes to one's career and personal growth.		

Sociology		
NJSLC Companion Standards		Unit
RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.	
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 author's perspective(s) develop over the course of the text.	
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.	
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.	
RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence	
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.	
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.	
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.	
WHST.11-12.1A	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.	
WHST.11-12.1B	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.	
WHST.11-12.1C	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.	
WHST.11-12.1D	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.	
WHST.11-12.1E	Provide a concluding paragraph or section that supports the argument presented.	
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
WHST.11-12.2A	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.	
WHST.11-12.2B	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.	
WHST.11-12.2C	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.	
WHST.11-12.2D	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.	
WHST.11-12.2E	Provide a concluding paragraph or section that supports the argument presented.	
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

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.	
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.	
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.	
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.	
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.	
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 Readiness, Life Literacies, and Key Skills		Unit
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.	
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.	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.	
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.	
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.	
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.	
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.	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.	
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills and abilities.	

9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition	
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.3	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political. economic, cultural).	
9.4.12.CT.4	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.5	Participate in online strategy and planning sessions for course-based, school-based or other projects and determine the strategies that contribute to effective outcomes.	
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.DC.2	Compare and contrast international differences in copyright laws and ethics.	
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.	
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.	
9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.	
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.	
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.	
9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specific task.	
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
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.	
9.4.12.GCA.1	Collaborate with individuals analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political. economic, cultural).	
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.	
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.	
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.	
9.4.12.IML.5	Evaluate, synthesize and apply information on climate change from various sources appropriately.	
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.	
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	
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.	