

**PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION**

TOPICS IN HUMAN BEHAVIOR

LENGTH OF COURSE: Semester

ELECTIVE/REQUIRED: Elective

SCHOOLS: EHS/JPS

ELIGIBILITY: Grades 11 and 12

CREDIT VALUE: 2.5 Credits

DATE APPROVED: August 24, 2015

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Statement of Purpose

Topics in Human Behavior is a semester-long elective that surveys how the different social science disciplines analyze and explain human behavior. By the end of the course, students will have considered compelling topics in Psychology, the Law, Economics, Sociology, and History. The goal is for students to not only better understand why individuals and groups act as they do, but also have a better sense of how the different disciplines approach an issue. Where applicable, the guide has aligned itself to the relevant state standards.

The course will also hone the essential skills that reside at the heart of the social studies discipline. Referenced throughout the guide are the skills prescribed by the Common Core and latest state standards. In each chapter, for example, students will write cohesive and coherent passages, read complex primary sources, and integrate multiple sources of information.

Objective of Course

The student will be able to:

1. Understand how and why individuals and groups act as they do.
2. Leverage tools of the different social studies disciplines to think deeply and broadly about issues facing contemporary society.
3. Develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

Timeline

First Quarter Units: 1, 2, and part of 3

Second Quarter Units: part of 3, 4, and 5

UNIT I: HUMAN BEHAVIOR: PSYCHOLOGY IN THE SOCIAL SCIENCES
TOPIC I – What is Psychology?

Targeted State Standards: Standard 8.1: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Unit Objectives/Enduring Understandings: Students will understand the Psychology’s broad tenets and explain where it stands in relation to the Social Sciences.

Essential Questions: What is Psychology and how does it relate to the Social Sciences?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software. CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	Define Psychology Trace the History of Psychology Identify how Psychology works in other Social Science fields	Produce clear and coherent writing- what is Psychology? Integrate and evaluate multiple sources of information-use various internet resources to trace the history of the field.	PowerPoint presentations Lecture-based presentations Student-based jigsaw assignments Student interviews	Quizzes Essays Tests with multiple-choice and writing components Class discussions Reaction papers
Resources: Psychology, Principles in Practice, Chapter 1 Primary Source Packets			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

UNIT I: HUMAN BEHAVIOR: PSYCHOLOGY IN THE SOCIAL SCIENCES
TOPIC 2 – Psychology and the other Social Sciences

Targeted State Standards: Standard 8.1: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Unit Objectives/Enduring Understandings: Students will understand the Psychology’s broad tenets and explain where it stands in relation to the Social Sciences.

Essential Questions: What is Psychology and how does it relate to the Social Sciences?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software. CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Describe the role of the scientific method in psychology and the other social sciences. Indicate how psychology is related to other sciences	Integrate and evaluate multiple sources of information—which codes and canons govern the Psychology profession—how do they differ from those other groups? Produce clear and coherent writing—what is a social science?	PowerPoint presentations (Famous Social Scientists) Student-based jigsaw activities Document readings Science vs. Pseudoscience (Psychology vs. Astrology)	Quizzes Essays Tests with multiple-choice and writing components Class discussions Reaction papers
Resources: Essential Materials, Supplementary Materials, Links to Best Practices Psychology, Principles in Practice , Chapter 1 Primary Source Packets			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

UNIT I: INTRODUCTION TO PSYCHOLOGY IN THE SOCIAL SCIENCES
TOPIC 3 – Careers in Psychology

Targeted State Standards: Standard 9.2: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

Unit Objectives/Enduring Understandings: Students will understand the Psychology’s broad tenets and explain where it stands in relation to the Social Sciences.

Essential Questions: What do Psychologists do?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.2.12.A.5 Evaluate current advances in technology that apply to selected occupational career cluster. CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	Evaluate career opportunities in Psychology Discuss training required in the field of psychology Explain the newest and fastest growing areas in psychology	Produce clear and coherent writing-explain career options for Psychologists Analyze a complex primary source-read projections for changing job markets	Student-based jigsaw activities Document readings Class discussion	Quizzes Essays Tests with multiple-choice and writing components Class discussions Reaction papers
Resources: Essential Materials, Supplementary Materials, Links to Best Practices Psychology, Principles in Practice , Chapter 1 and Appendix Primary Source Packets			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

UNIT II: THEORIES ON HUMAN BEHAVIOR
Topic 1: Theories on Human Behavior

Targeted State Standards: Standard 6.1: 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.

Unit Objectives/Enduring Understandings: Students will be able to identify major theoreticians who seek to explain human behavior in a variety of contexts.

Essential Questions: Why do people behave as they do?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and</p>	<p>Examining the theories of</p> <ul style="list-style-type: none"> A. Sigmund Freud B. Carl Jung C. Alfred Adler D. Erik Erikson E. Jean Piaget F. Abraham Maslow G. Ivan Pavlov H. B.F. Skinner I. Solomon Asch J. Stanley Milgram K. Philip Zimbardo L. Alfred Bandura M. Harry Harlow N. Thomas Brouhard 	<p>Analyze how change occurs through time due to shifting values and beliefs</p> <p>Integrate and evaluate multiple sources of information—what do different sources say about each of these theorists?</p> <p>Analyze a complex primary source—readings from Brouhard/Minnesota Twin Study</p> <p>Analyze a complex secondary source—readings from Bandura and Harlow studies</p>	<p>PowerPoint presentations (Theories of Behavior)</p> <p>Student-based jigsaw activities</p> <p>Document readings</p> <p>Class discussion</p> <p>Class debate</p>	<p>Quizzes</p> <p>Essays</p> <p>Tests with multiple-choice and writing components</p> <p>Class discussions</p> <p>Reaction papers</p>

UNIT II: THEORIES ON HUMAN BEHAVIOR
Topic 1: Theories on Human Behavior (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>CCSS.ELA-LITERACY.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.</p>				
<p>Resources: Primary Source Packets</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

UNIT III—HUMAN BEHAVIOR AND THE LAW
TOPIC 1: Theories for Treating Juveniles Differently in the Law

Targeted State Standards: Standard 8.1: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Unit Objectives/Enduring Understandings: Students will be able to understand the rationale for treating juveniles differently.

Essential Questions: From a developmental standpoint, what makes adolescents different from adults in the eyes of the law?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.</p> <p>CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an</p>	<p>Determining the age of Maturity</p> <p>Views in Different Countries</p> <p>Supreme Court cases</p>	<p>Analyze how change occurs through time due to shifting values and beliefs</p> <p>Produce clear and coherent writing—tracing the changing drinking age</p> <p>Analyze a complex primary source—state documents on driving age regulations</p>	<p>PowerPoint presentations (Stages of human development)</p> <p>Student-based jigsaw activities</p> <p>Document readings</p> <p>Class discussion</p> <p>Case-studies</p> <p>Class debate</p>	<p>Quizzes</p> <p>Essays</p> <p>Tests with multiple-choice and writing components</p> <p>Class discussions</p> <p>Reaction papers</p>

UNIT III—HUMAN BEHAVIOR AND THE LAW
TOPIC 1: Theories for Treating Juveniles Differently in the Law (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
accurate summary that makes clear the relationships among the key details and ideas. CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.				
Resources: <u>Street Law</u> , Chapter 16 Primary Source Packets Case Studies			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

UNIT III—HUMAN BEHAVIOR AND THE LAW
TOPIC 2: The Juvenile Justice System

Targeted State Standards: **Standard 8.1:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **Standard 6.1:** 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.

Unit Objectives/Enduring Understandings: Students will be able to identify the rights afforded to juveniles under the law.

Essential Questions: What rights to juveniles have as granted by the Bill of Rights? How and when can those rights be restricted?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community. 6.1.12.A.2.e Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.	Causes of Juvenile Delinquency Stages in the Juvenile Justice System Supreme Court Rules	Integrate and evaluate multiple sources of information Produce clear and coherent writing-what are the cause of juvenile delinquency? Analyze a complex primary source-reading the Supreme Court’s <u>Gault</u> decision	PowerPoint presentations Document readings Class discussion Case-studies (Supreme Court cases) Class debate on juvenile rights granted by the Bill of Rights	Quizzes Essays Tests with multiple-choice and writing components Class discussions Reaction papers
Resources: <u>Street Law</u> , Chapter 16 Primary Source Packets Case Studies			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

UNIT III—HUMAN BEHAVIOR AND THE LAW
TOPIC 3: Student Rights

Targeted State Standards: Standard 6.1: 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.

Unit Objectives/Enduring Understandings: Students will be able to identify the rights afforded to juveniles under the law.

Essential Questions: When and why are the rights of students restricted within a school environment?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.A.2.e Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today 6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. CCSS.ELA-LITERACY.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	The Seminal Supreme Court School Rights Cases The State of New Jersey Requirements—absence and attendance policies The District Policies—Student Dress and Discipline	Analyze how change occurs through time due to shifting values and beliefs Integrate and evaluate multiple sources of information Produce clear and coherent writing- is the Edison dress policy fair? Analyze a complex primary source- <u>Tinker v. des Moines</u>	Classroom debates on student speech, dress code, disciplinary codes and attendance policies PowerPoint presentations (School-centered Supreme Court cases) Student-based jigsaw activities Document readings	Quizzes Essays Tests with multiple-choice and writing components Class discussions Reaction papers

UNIT III—HUMAN BEHAVIOR AND THE LAW
TOPIC 3: Student Rights (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
defines faction in Federalist No. 10). CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.				
Resources: Street Law, Chapters 39 and 42 Primary Source Packets Case Studies			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

UNIT III—HUMAN BEHAVIOR AND THE LAW
TOPIC 4: Criminal Culpability

Targeted State Standards: Standard 6.1: 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.

Unit Objectives/Enduring Understandings: Students will be able to the rationale for acknowledging that criminal behavior should not be punished—or even be considered criminal.

Essential Questions: Why would society not punish an individual who has committed a crime?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.A.2.e Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today. CCSS.ELA-LITERACY.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). CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is	Necessity Duress Intoxication Insanity Diminished Capacity	Integrate and evaluate multiple sources of information—sorting through the various sources of law Analyze a complex primary source—reading of Regina v. Dudley and Stephens	PowerPoint presentations Student-based jigsaw activities Document readings Case-law studies Class discussion Class debate on juveniles put on trial as adults	Quizzes Essays Tests with multiple-choice and writing components Class discussions Reaction papers

UNIT III—HUMAN BEHAVIOR AND THE LAW
TOPIC 4: Criminal Culpability (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.				
Resources: <u>Street Law</u> , Chapter 15 Primary Source Packets Case Studies			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

UNIT III: HUMAN BEHAVIOR AND THE LAW
TOPIC 5: Family Law

Targeted State Standards: Standard 6.1: 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.

Unit Objectives/Enduring Understandings: Students will be able to understand and explain the changing definition of family.

Essential Questions: What is the definition of “family”?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>6.1.12.A.2.e Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.</p> <p>CCSS.ELA-LITERACY.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).</p> <p>CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key</p>	<p>Legal Issues Regarding Engagement and Marriage</p> <p>Legal Issues Surrounding Parents and Children</p> <p>Legal Issues Surrounding Death and the Law</p>	<p>Integrate and evaluate multiple sources of information</p> <p>Produce clear and coherent writing—how has society’s sense of marriage evolved?</p>	<p>PowerPoint presentations</p> <p>Student-based jigsaw activities</p> <p>Document readings</p> <p>Class discussion</p> <p>Class debates: What makes a family?</p> <p>Student project: The Family Tree (student research project)</p>	<p>Quizzes</p> <p>Essays</p> <p>Tests with multiple-choice and writing components</p> <p>Class discussions</p> <p>Reaction papers</p>

UNIT III: HUMAN BEHAVIOR AND THE LAW
TOPIC 5: Family Law

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
sentences, paragraphs, and larger portions of the text contribute to the whole. CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.				
Resources: <u>Street Law</u> , Chapters 30, 31, and 32 Primary Source Packets Case Studies			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

UNIT IV: COLLECTIVE BEHAVIOR
TOPIC 1: An Introduction to Collective Behavior

Targeted State Standards: Standard 6.1: 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.

Unit Objectives/Enduring Understandings: Students will be able to identify the forces that cause and inspire social movements.

Essential Questions: What is a social movement and how does it affect change on a society?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.A.2.e Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today. CCSS.ELA-LITERACY.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). CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and	Theories of Social Movements A. Evolutionary Theory B. Conflict Theory C. Functionalist Theory Characteristics of Social Movements: A. Ideology B. Leadership C. Goals D. Tactics	Analyze how change occurs through time due to shifting values and beliefs Produce clear and coherent writing	PowerPoint presentations Student-based jigsaw activities Document readings Class discussion Student project: Major Social Movements	Quizzes Essays Tests with multiple-choice and writing components Class discussions Reaction papers

UNIT IV: COLLECTIVE BEHAVIOR
TOPIC 1: An Introduction to Collective Behavior (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
larger portions of the text contribute to the whole. CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.				
Resources: <u>Street Law</u> , Chapters 30, 31, and 32 Primary Source Packets Case Studies			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

UNIT IV: COLLECTIVE BEHAVIOR
TOPIC 2: Collective Behavior

Targeted State Standards: Standard 9.2: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

Unit Objectives/Enduring Understandings: Students will be able to how group behavior differs from individual behavior and how collective behavior can override individual behavior.

Essential Questions: How does group behavior differ from individual behavior? In what ways can collective behavior override individual behavior?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.2.12.A.4 Summarize the financial risks and benefits of entrepreneurship as a career choice.	Collective Behavior A. Crowds and Masses B. Fashions and Fads	Analyze how change occurs through time due to shifting values and beliefs—tacking fashion changes Produce clear and coherent writing- what is a “mob mentality”?	PowerPoint presentations Student-based jigsaw activities Document readings Class discussion	Quizzes Essays Tests with multiple-choice and writing components Class discussions Reaction papers
Resources: Sociology and You, Chapter 17 Primary Source Packets Case Studies			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

UNIT V: URBAN LEGENDS
TOPIC 1: Rumor

Targeted State Standards: Standard 6.3: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Students will be able understand the nature of the urban legend.

Essential Questions: What is rumor? Can a rumor change society?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.	What is the definition of rumor? How and why rumors spread Technology and the spread of rumor Internet bullying (instances and consequences)	Analyze the differences between rumor and fact-conspiracy theories involving the government Produce clear and coherent writing- develop an essay on the	PowerPoint presentations Student-based jigsaw activities Document readings Class discussion Class debate Cause and effect: What does rumor do?	Quizzes Essays Tests with multiple-choice and writing components Class discussions Reaction papers
Resources: Primary Source Packets Case Studies			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

UNIT V: URBAN LEGENDS
TOPIC 2: Urban Legends

Targeted State Standards: Standard 6.3: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Students will be able to

Essential Questions: What are urban legends? Why do they endure?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multi-media presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or	Why urban legends persist How urban legends spread	Analyze the differences between rumor and fact—conspiracy theories involving the government Produce clear and coherent writing—describing the origin of an urban legend	PowerPoint presentations Student-based jigsaw activities Document readings Class discussion The Urban Legend Project	Quizzes Essays Tests with multiple-choice and writing components Class discussions Reaction papers Project with public speaking component

UNIT V: URBAN LEGENDS
TOPIC 2: Urban Legends (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
challenging them with other information. CCSS.ELA-LITERACY.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.				
Resources: Primary Source Packets Case Studies <u>The Vanishing Hitchhiker</u> by Dr. Jan Harold Brunvand			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	