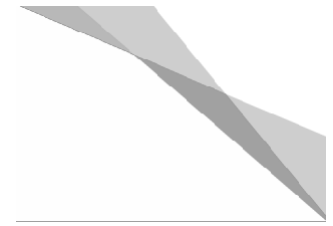


Parsippany-Troy Hills School District



# SST505 – HUMAN BEHAVIOR II

A Course Outline for Social Studies – One Semester Course

Developed: April 1985  
Revised: June 1992, January  
1993  
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Approved by the Board of Education  
November 15, 2012

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## STATEMENT OF PURPOSE

From earliest times, human beings have attempted to fathom the mystery of their own being. Philosophers and poets have agreed that self-understanding is essential if individuals ever hope to achieve control over their own destinies. This course is designed to provide students with the opportunity to study and analyze how behavior develops. This knowledge will enable students to understand how socio-cultural influences affect how an individual views their local and global environments.

This one semester, elective course is open to juniors and seniors of all academic levels. The course is aligned with the New Jersey Student Learning Standards for Social Studies, 21<sup>st</sup>-Century Life and Careers, Comprehensive Health and Physical Education Standards Learning Progressions, and the New Jersey Technological Literacy Standards. Additionally, this course is aligned with Common Core State Standards Initiative for English Language Arts. Given a variety of materials and resources, the course reinforces and augments the educational skills of scientific interpretation, problem-solving, critical analysis, and technology research. District initiatives in assessment and critical reading and writing skills are also emphasized.

Through the use of a hands-on approach and practical application, Human Behavior II students can develop a sense of self-awareness that will strengthen their ability to discover realistic alternatives for the challenges of a multi-faceted humanistic and technologically interrelated world.

The revised curriculum aligns with the 2014 New Jersey Student Learning Standards for Social Studies, English Language Arts, and Technology, and 21<sup>st</sup> Century Life and Careers.

Modifications and Adaptions: For guidelines on how to modify and adapt curricula to best meet the needs of all students, Instructional staff should refer to the following link: <http://njcdd.org/wp-content/uploads/2016/08/tools-teacherspart2.pdf>. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

## **THE LIVING CURRICULUM**

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

## **AFFIRMATIVE ACTION**

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

## COURSE GOALS AND TOPICS

In Human Behavior II, students will examine and draw conclusions on the following:

Units of Study	Essential Questions	Enduring Understandings	NJSLs
<b>Unit 1:</b> identify and introduce sociology and define the key components of human behavior	<ul style="list-style-type: none"> <li>• What is Sociology?</li> <li>• What early influences impacted the development of Sociology?</li> <li>• How do we gain Sociological Knowledge?</li> </ul>	<ul style="list-style-type: none"> <li>• Sociology studies human social behavior.</li> <li>• Sociology is a young science.</li> <li>• Critical examination and evaluation of data is essential to making informed decisions.</li> <li>• The research process requires the use of a variety of resources to ensure validity.</li> </ul>	6.2, 6.3, 8.1, RH.11-12, WHST.11-12
<b>Unit 2:</b> Explore the characteristics and elements of culture	<ul style="list-style-type: none"> <li>• What is culture?</li> <li>• How is culture varied around the world?</li> <li>• How does cultural diversity affect the United States?</li> <li>• What are norms and how do they impact our lives?</li> </ul>	<ul style="list-style-type: none"> <li>• Culture defines how people in a society behave in relation to other and to physical objects.</li> <li>• Individuals develop relationships within the context of a culture, and in turn, their actions influence that culture.</li> <li>• The study of human nature reveals the ideals, beliefs, values, and institutions of a culture.</li> <li>• Through the development and structure of education, children are taught values, norms, beliefs, and attitudes.</li> <li>• The collection of population data is very important today, in part because of its use by government and industry.</li> </ul>	2.2, 6.1, 6.3, 8.1, RH.11-12, WHST.11-12
<b>Unit 3:</b> Find the agents of Socialization present within Social Groups and Societal Institutions	<ul style="list-style-type: none"> <li>• How do individuals become assimilated into society?</li> <li>• What is the socialization process?</li> <li>• What are society's major institutions?</li> <li>• What are primary and secondary groups and how are they different?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizing a diversity of viewpoints benefits all.</li> <li><input type="checkbox"/> Socialization is the process of learning to participate in a group.</li> <li><input type="checkbox"/> Socialization plays a key role in personality development.</li> <li><input type="checkbox"/> Individuals are socialized through various agents.</li> <li><input type="checkbox"/> Socialization is viewed differently based on the sociological perspective to which an individual adheres.</li> <li><input type="checkbox"/> Individuals may be socialized through a number of processes.</li> <li><input type="checkbox"/> Family is the very core of human social life.</li> </ul>	6.2, 6.3, 8.1, RH.11-12, WHST.11-12
<b>Unit 4:</b> Explore Human Nature through the Holocaust, Genocide, and other examples of Societal Deviance	<ul style="list-style-type: none"> <li>• What power do authority figures have over us?</li> <li>• What is the <i>Banality of Evil</i>?</li> <li>• Why do we act differently in groups of our peers?</li> <li>• How do the events of the Holocaust and other Genocides relate to Sociology?</li> </ul>	<ul style="list-style-type: none"> <li>• Ignoring inappropriate behaviors and actions can lead to disastrous consequences.</li> <li>• Peer pressure can influence a person or people to act out of their norm.</li> </ul>	6.2, 6.3, 8.1, RH.11-12, WHST.11-12

<p><b>Unit 5:</b> Examine the classification of people in a stratified society</p>	<ul style="list-style-type: none"> <li>• What social classes exist in the United States?</li> <li>• What causes our society to be stratified?</li> <li>• What are the effects of stratification?</li> <li>• What are the effects of individual achievement?</li> </ul>	<ul style="list-style-type: none"> <li>• Stratification is the division of society into classes that have unequal amounts of wealth, power, and prestige.</li> <li>• Examining social and civic issues helps to expand one's understanding of the world, its people, and themselves.</li> <li>• Ethnic minorities have historically been subjected to prejudice and discrimination.</li> <li>• People are affected by environmental, economic, social, cultural, and civic concerns.</li> </ul>	<p>2.2, 6.1, 6.2, 6.3, 8.1, RH.11-12, WHST.11-12</p>
<p><b>Unit 6:</b> Examine the effects of Globalization around the world</p>	<ul style="list-style-type: none"> <li>• What is globalization?</li> <li>• How does technology effect globalization?</li> <li>• How does globalization affect our lives?</li> </ul>	<ul style="list-style-type: none"> <li>• The Internet impacts communication and research in positive and negative ways.</li> <li>• Technology is a tool that can be used for collecting, organizing, and presenting information.</li> <li>• Social change refers to new behaviors that have long-term and relatively important consequences.</li> </ul>	<p>2.2, 6.1, RH.11-12, WHST.11-12</p>

## GRADING PROCEDURES

### Social Studies Grading Procedures Grades 9-12

Substantial assessments	Daily (short-term) assessments
70%	30%
<p>May include, but not limited to, the following:</p> <p style="text-align: center; font-weight: bold; margin-top: 10px;"> <b>Tests, Exams</b>  <b>Long-term projects</b>  <b>Extended written assessments</b> </p>	<p>May include, but not limited to, the following:</p> <p style="text-align: center; font-weight: bold; margin-top: 10px;"> <b>Quizzes</b>  <b>Homework</b>  <b>Classwork</b> </p>

**These categories may include a variety of assessments suitable for all learners.**

Final Grade – Full Year Course	
<p><b>Full Year Course</b></p> <ul style="list-style-type: none"> <li>Each marking period shall count as 20% of the final grade (80% total).</li> </ul>	<p>The midterm and final assessments will each count as 10% of the final grade (20% of the student final grade in total).</p>

## **BENCHMARK ASSESSMENTS**

Separately, we assess students to gauge progress and inform instruction. Benchmark assessments for students in grades 9 through 12 are administered in the form of a midterm and final exam for full year courses. \*Special Note: Only final exams are administered at the end of quarter courses and semester courses.



**PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS  
COURSE PROFICIENCIES**

Course: **SST505**

Title: **Human Behavior II**

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Student Learning Standards, the following are proficiencies required for the successful completion of the above named course.

**At the conclusion of this course, students will be able to:**

**Unit 1: Identify and introduce sociology and define the key components of human behavior**

1. Analyze and identify the benefits of a sociological perspective.
2. Define the role of a sociologist in predicting human behavior.
3. Distinguish between sociology and psychology.
4. Explore the roots of modern sociology.
5. Identify the major thinkers in the founding of sociology etc.

**Unit 2: Explore the characteristics and elements of culture**

6. Identify the key components of culture and explain their relevance.
7. Compare and contrast differing viewpoints across differing cultures.
8. Identify and describe the factors that promote cultural diversity within the United States.
9. Analyze the importance of how normative behavior is determined.
10. Distinguish between norms, values, beliefs, folkways, and mores.
11. Define the role of subcultures and counterculture in society.
12. Assess the benefits of language in transmitting culture from one generation to another.

**Unit 3: Find the agents of socialization present within social groups and societal institutions**

13. Discuss an individual's assimilation into society through the process of socialization.
14. Distinguish between primary and secondary groups.
15. Debate the role of socialization on personality development (nature vs. nurture).
16. Evaluate the effects of various agents of socialization on the individual (family, media, school, work, etc).
17. Examine the effect family can have on your sociological perspective.
18. Assess the importance of family in promulgating traditions and life cycle events.
19. Compare and contrast differing economic systems and their effects on social institutions across the world.

**Unit 4: Explore human nature through examples in the Holocaust, genocide, and other examples of societal deviance**

20. Discuss the concept of authority figures in society influencing deviant behavior.
21. Explore the latent potential of evil in society through Hannah Arendt's *Banality of Evil*.
22. Analyze the confirming conclusion uncovered by Stanley Milgram at Yale University.
23. Examine the vulnerability of the ordinary human psyche through societal manipulation as evidenced in Zimbardo's Stanford Prison Study and Candid Camera clips.
24. Compare and contrast the role of Bystanders and Rescuers in challenges to civilized behavior.

**Unit 5: Examine the classification of people in a stratified society**

25. Identify social classes in the United States and societies around the world.
26. Analyze the driving forces that aid in the stratification in society (politics, religion, economic disparities, social issues).
27. Determine the effects that stratification has on advertising, marketing and political campaigning.
28. Examine how widening differences between the classes is exacerbated through economic disparity.
29. Evaluate the effectiveness of individual achievement, education and social welfare programs on social stratification.
30. Explore the limitations that exist in society as a result of differences in gender, age, health, race, etc.
31. Compare historical and modern bias against women in workforce and evaluate the causes.

**Unit 6: Examine the effects of Globalization around the world**

32. Discuss how social interactions and culture could be affected by technological innovations.
33. Analyze the impact of globalization on various societies around the world.
34. Track the changes that the emergence of the Internet has caused for societies around the world.

**UNIT I - IDENTIFY AND INTRODUCE SOCIOLOGY AND DEFINE THE KEY COMPONENTS OF HUMAN BEHAVIOR**

**Essential Question(s):** What is Sociology? What early influences impacted the development of Sociology? How do we gain Sociological Knowledge?

**Enduring Understanding(s):** Sociology studies human social behavior. Sociology is a young science. Critical examination and evaluation of data is essential to making informed decisions. The research process requires the use of a variety of resources to ensure validity. The collection of population data is very important today, in part because of its use by government and industry.

<b>UNIT I - IDENTIFY AND INTRODUCE SOCIOLOGY AND DEFINE THE KEY COMPONENTS OF HUMAN BEHAVIOR</b>					
<b>PROFICIENCY / OBJECTIVE</b>	<b>NJSLS NJSLS</b>	<b>NJSLS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The student will be able to:</b>			<b>Students will:</b>		
1. analyze and identify the benefits of a sociological perspective.	6.2.12.A.2.a 6.2.12.D.2.e 6.3.12.A.1 6.3.12.A.2 6.3.12.C.1  RH.11-12.1, 3, 6, 8	8.1.12.F.1 8.1.12.A.3 8.1.12.B.1	<ul style="list-style-type: none"> <li>view an interactive presentation in which the sociological perspective is discussed from varying points of view.</li> <li>Research how one problem can be explored using several perspectives.</li> </ul>	Student notes and discussions Unit Test	<a href="http://www.thesociologicalcinema.com/">http://www.thesociologicalcinema.com/</a>
2. define the role of a sociologist in predicting human behavior.	6.2.12.A.2.a 6.2.12.D.2.e 6.3.12.A.2 6.3.12.C.1 RH.11-12.1, 3, 6, 8	8.1.12.F.1 8.1.12.A.3 8.1.12.B.1	<ul style="list-style-type: none"> <li>review how sociologists accumulate statistics about human behavior (ex. frequency of marriage, frequency of children, divorce, remarriage, etc.)</li> </ul>	Student discussion and participation in-class	<a href="http://www.census.gov/compendia/statab/cats/births_deaths_marriages_divorces/marriages_and_divorces.html">http://www.census.gov/compendia/statab/cats/births_deaths_marriages_divorces/marriages_and_divorces.html</a>
3. distinguish between sociology and psychology.	6.2.12.A.2.a 6.2.12.D.2.e 6.3.12.A.2 6.3.12.C.1 RH.11-12.1, 3, 6, 8 RH.11-12.6 RH.11-12.8		<ul style="list-style-type: none"> <li>complete a graphic organizer comparing what they learned/ discussed in psychology with how it applies to group behavior.</li> </ul>	Completion of graphic organizer	

<b>UNIT I - IDENTIFY AND INTRODUCE SOCIOLOGY AND DEFINE THE KEY COMPONENTS OF HUMAN BEHAVIOR</b>					
<b>PROFICIENCY / OBJECTIVE</b>	<b>NJSLS NJSLS</b>	<b>NJSLS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The student will be able to:</i>			<i>Students will:</i>		
4. explore the roots of modern sociology.	6.2.12.A.2.a 6.2.12.C.3.B 6.2.12.D.2.e 6.3.12.A.2 6.3.12.C.1 RH.11-12.1, 3, 6, 8		<ul style="list-style-type: none"> <li>role-play the impact of the industrial revolution on the everyday lives of people in the United States and how it affected the movement of people into the cities (textile factories replacing cottage industries).</li> </ul>	<p>Written evaluation of the impact it would cause in the growth of towns and cities</p> <p>Unit Exam</p>	
5. identify the major thinkers in the founding of sociology etc.	6.2.12.A.2.a 6.2.12.D.2.e 6.3.12.A.2 6.3.12.C.1 RH.11-12.1, 3, 6, 8 WHST.11-12.1, 2, 4, 5, 6	8.1.12.F.1 8.1.12.A.3 8.1.12.B.1	<ul style="list-style-type: none"> <li>actively participate in a social network under various roles in which they discuss opinions, answer questions and provide details about individual sociologist and their theories.</li> </ul>	<p>Teacher created rubric criteria</p> <p>Student participation in a NING social network</p>	<p>Students will collaborate using online social networks and participate in structured online discussions.</p> <p>ie. - Today's meet</p> <ul style="list-style-type: none"> <li>myhaiku_</li> </ul> <p><a href="http://www.sociosite.net/to/pics/sociologists.php/">http://www.sociosite.net/to/pics/sociologists.php/</a></p>

**UNIT II - EXPLORE THE CHARACTERISTICS AND ELEMENTS OF CULTURE**

**Essential Question(s):** What is culture? How is culture varied around the world? How does cultural diversity affect the United States?  
 What are norms and how do they impact our lives?

**Enduring Understanding(s):** Culture defines how people in a society behave in relation to other and to physical objects. Individuals develop relationships within the context of a culture, and in turn, their actions influence that culture. The study of human nature reveals the ideals, beliefs, values, and institutions of a culture. Through the development and structure of education, children are taught values, norms, beliefs, and attitudes. Language reflects historical changes and cultural differences.

<b>UNIT II - EXPLORE THE CHARACTERISTICS AND ELEMENTS OF CULTURE</b>					
<b>PROFICIENCY / OBJECTIVE</b>	<b>NJSLS NJSLS</b>	<b>NJSLS Tech .Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The student will be able to:</i>			<i>Students will:</i>		
6. identify the key components of culture and explain their relevance.	2.2.12.A.1 2.2.12.C.2 6.1.12.D.14.F 6.1.12.D.16.a, b 6.3.12.A.2 6.3.12.B.1 6.3.12.C.1 RH.11-12.3, 6, 9, 10	8.1.12.A.3 8.1.12.C.1 8.1.12.D.3 8.1.12.E.1 8.1.12.F.1	<ul style="list-style-type: none"> <li>participate in a interactive presentation discussing the key components of culture.</li> <li>investigate unique cultural symbols and how they translate across cultural lines.</li> </ul>	Student notes and class discussion  Completed graphic organizer Group work Class discussion	
7. compare and contrast differing viewpoints across differing cultures.	2.2.12.A.1 2.2.12.C.2 6.1.12.D.16.a, b 6.1.12.D.16.C 6.3.12.A.2 6.3.12.B.1 6.3.12.C.1 RH.11-12.3, 6, 9, 10		<ul style="list-style-type: none"> <li>interview people from varying cultural backgrounds and compare what they find.</li> <li>Explore the “typical” diet from various cultures and compare to their own.</li> </ul>	Completed question guide/interview	“What I Eat”

<b>UNIT II - EXPLORE THE CHARACTERISTICS AND ELEMENTS OF CULTURE</b>					
<b>PROFICIENCY / OBJECTIVE</b>	<b>NJSLS NJSLS</b>	<b>NJSLS Tech .Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The student will be able to:</b>			<b>Students will:</b>		
8. identify and describe the factors that promote cultural diversity within the United States.	2.2.12.A.1 2.2.12.C.2 6.1.12.D.16.a, b 6.1.12.D.16.C+ 6.3.12.A.2 6.3.12.B.1 6.3.12.C.1 RH.11-12.3, 6, 9, 10 WHST.11-12.1, 2, 4, 5, 6		<ul style="list-style-type: none"> <li>identify and then disregard social norms in a variety of social settings (ex. breaching experiments).</li> </ul>	<p>Students will write a 1 – 2 page analysis paper detailing their participation and experience</p> <p>Teacher observation</p>	
9. analyze the importance of how normative behavior is determined.	2.2.12.A.1 2.2.12.C.2 6.1.12.D.5.C 6.1.12.D.14.E 6.1.12.D.16.a, b 6.3.12.A.2 6.3.12.B.1 6.3.12.C.1 RH.11-12.3, 6, 9, 10	8.1.12.A.3 8.1.12.C.1 8.1.12.D.3 8.1.12.E.1 8.1.12.F.1	<ul style="list-style-type: none"> <li>view various video clips, including Seinfeld, that demonstrate the commonplace of norms, values, beliefs, folkways, and mores in our society and the social penalty for violating them.</li> <li>work with a partner to identify the mores, folkways, etc. that are demonstrated in the videos and the social penalties for their violation.</li> </ul>	<p>Completed question guide</p> <p>Teacher observation</p> <p>Teacher observation Peer feedback</p>	Use <i>Seinfeld</i> episodes – “The Close Talker, The Hello Kiss”
10. distinguish between norms, values, beliefs, folkways, and mores.	2.2.12.A.1 2.2.12.C.2 6.1.12.D.14.E 6.1.12.D.16.a, b 6.3.12.A.2 6.3.12.B.1 6.3.12.C.1 RH.11-12.3, 6, 9, 10 WHST.11-12.7	8.1.12.A.3 8.1.12.C.1 8.1.12.D.3 8.1.12.E.1 8.1.12.F.1	<ul style="list-style-type: none"> <li>explore decades in American History and identify the subcultures and countercultures that prevailed in those time periods.</li> </ul>	<p>Completed research</p> <p>Teacher observation</p>	Use Google Docs to collaborate

<b>UNIT II - EXPLORE THE CHARACTERISTICS AND ELEMENTS OF CULTURE</b>					
<b>PROFICIENCY / OBJECTIVE</b>	<b>NJSLS NJSLS</b>	<b>NJSLS Tech .Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The student will be able to:</i>			<i>Students will:</i>		
11. define the role of subcultures and counterculture in society.	2.2.12.A.1 2.2.12.C.2 6.1.12.D.13.D 6.1.12.D.16.a, b 6.3.12.A.2 6.3.12.B.1 6.3.12.C.1 RH.11-12.3, 6, 9, 10	8.1.12.A.3 8.1.12.C.1 8.1.12.D.3 8.1.12.E.1 8.1.12.F.1	<ul style="list-style-type: none"> <li>create video presentations in small groups that highlight the impact of these groups in society at the time.</li> </ul>	Teacher-created rubric Peer feedback and guidance	
12. assess the benefits of language in transmitting culture from one generation to another.	2.2.12.A.1 2.2.12.A.3 2.2.12.C.2 6.2.12.D.5.C 6.1.12.D.16.a, b 6.3.12.A.2 6.3.12.B.1 6.3.12.C.1 RH.11-12.3, 6, 9, 10		<ul style="list-style-type: none"> <li>create a time capsule that showcases the communication of culture through written language.</li> </ul>	Teacher created criteria and rubric	

**UNIT III - FIND THE AGENTS OF SOCIALIZATION PRESENT WITHIN SOCIAL GROUPS AND SOCIETAL INSTITUTIONS**

**Essential Question(s):** How do individuals become assimilated into society? What is the socialization process? What are society’s major institutions? What are primary and secondary groups and how are they different?

**Enduring Understanding(s):** Recognizing a diversity of viewpoints benefits all. Socialization is the process of learning to participate in a group. Socialization plays a key role in personality development. Individuals are socialized through various agents. Socialization is viewed differently based on the sociological perspective to which an individual adheres. Individuals may be socialized through a number of processes. Family is the very core of human social life.

<b>UNIT III - FIND THE AGENTS OF SOCIALIZATION PRESENT WITHIN SOCIAL GROUPS AND SOCIETAL INSTITUTIONS</b>					
<b>PROFICIENCY / OBJECTIVE</b>	<b>NJSLS NJSLS</b>	<b>NJSLS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The student will be able to:</b>					
13. discuss an individuals assimilation into society through the process of socialization.	2.1.12.E.2 6.1.12.A.16.A 6.3.12.A.1 RH.11-12.1, 2, 4, 8, 10	8.1.12.E.1 8.1.12.A.3	<b>Students will:</b> <ul style="list-style-type: none"> <li>● view short clips of children’s television shows and speculate on the role these shows play in the socialization process develop.</li> <li>□ view clips and then, through a storyboard, create their own show.</li> </ul>	Teacher observation Completed question guide  Teacher created rubric criteria	
14. distinguish between primary and secondary groups.	6.3.12.A.1 RH.11-12.1, 2, 4, 8, 10	8.1.12.E.1 8.1.12.A.3	<ul style="list-style-type: none"> <li>● analyze different life situations and determine which group would be most likely to assist with those issues.</li> <li>● create a web of the primary and secondary groups of which they belong.</li> <li>● create an interactive infographic presentation showing responsibilities of a primary group vs. a secondary group.</li> </ul>	Class discussion  Completed web Class discussion  Teacher created rubric criteria	<a href="http://www.librarykarma.com/infographic-generators.html">http://www.librarykarma.com/infographic-generators.html</a>



<b>UNIT III - FIND THE AGENTS OF SOCIALIZATION PRESENT WITHIN SOCIAL GROUPS AND SOCIETAL INSTITUTIONS</b>					
<b>PROFICIENCY / OBJECTIVE</b>	<b>NJSLS NJSLS</b>	<b>NJSLS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The student will be able to:</i>			<i>Students will:</i>		
15. debate the role of socialization on personality development (nature vs. nurture).	2.6.12.A.3 6.3.12.A.1 RH.11-12.1, 2, 4, 8, 10 WHST.11-12.7- 9	8.1.12.F.1	<ul style="list-style-type: none"> <li>write an essay or debate the issues of Nature vs. Nurture after media center research.</li> <li>View 2 documentaries comparing and contrasting the upbringing of athletes.</li> </ul>	Teacher created rubric criteria	<a href="http://www.pbs.org/wgbh/nova/body/nature-versus-nurture-revisited.html">http://www.pbs.org/wgbh/nova/body/nature-versus-nurture-revisited.html</a> , <a href="http://www.npr.org/2012/01/02/144583977/twins-data-reshaping-nature-versus-nurture-debate">http://www.npr.org/2012/01/02/144583977/twins-data-reshaping-nature-versus-nurture-debate</a> , <a href="http://www.simplypsychology.org/naturevsnurture.html">http://www.simplypsychology.org/naturevsnurture.html</a>
16. evaluate the effects of various agents of socialization on the individual (family, media, school, work, etc).	6.1.12.C.14.D 6.1.12.D.3.D 6.3.12.A.1 RH.11-12.1, 2, 4, 8, 10 WHST.11-12.1, 2, 4, 5, 6		<ul style="list-style-type: none"> <li>track the transition from childhood through adolescence into adulthood and the impact these agents of socialization have on their development.</li> </ul>	Written analysis of the agents and their impact on human development	Use Google Docs to collaborate with peers
17. examine the effect family can have on your sociological perspective.	2.4.12.A.1 2.4.12.A.2 2.4.12.A.4 2.2.12.A.1 6.3.12.A.1 RH.11-12.1, 2, 4, 8, 10		<ul style="list-style-type: none"> <li>participate in a marriage project where each individual is matched to another in the class. They will confront life cycle events as a partnership and demonstrate how similar and different cultures address these events.</li> </ul>	Teacher created rubric criteria	

<b>UNIT III - FIND THE AGENTS OF SOCIALIZATION PRESENT WITHIN SOCIAL GROUPS AND SOCIETAL INSTITUTIONS</b>					
<b>PROFICIENCY / OBJECTIVE</b>	<b>NJSLS NJSLS</b>	<b>NJSLS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The student will be able to:</i>			<i>Students will:</i>		
18. assess the importance of family in promulgating traditions and life cycle events.	2.4.12.A.2 2.4.12.A.4 6.3.12.A.1 RH.11-12.1, 2, 4, 8, 10		<ul style="list-style-type: none"> <li>write a “Family Bill of Rights” detailing the rules and expectations that family has as a social institution.</li> </ul>	Teacher created rubric criteria	Use Google Docs to collaborate
19. compare and contrast differing economic systems and their effects on social institutions across the world.	6.1.12.A.5.A 6.2.12.C.3.C 6.3.12.A.1 RH.11-12.1, 2, 4, 8, 10 WHST.11-12.2,4-6	8.1.12.B.1 8.2.12.E.1	<ul style="list-style-type: none"> <li>view video clips that demonstrate the different economic systems (<i>Pennies from Heaven, IZZIT, Microcredit and impact in confronting world poverty</i>).</li> </ul>	Teacher observation Class discussion Completed question guide	

**UNIT IV - EXPLORE HUMAN NATURE THROUGH EXAMPLES IN THE HOLOCAUST, GENOCIDE, AND OTHER EXAMPLES OF SOCIETAL DEVIANCE**

**Essential Question(s):** What power do authority figures have over us? What is the *Banality of Evil*? Why do we act differently in groups of our peers? How do the events of the Holocaust and other Genocides relate to Sociology

**Enduring Understanding(s):** Ignoring inappropriate behaviors and actions can lead to disastrous consequences. Peer pressure can influence a person or people to act out of their norm.

<b>UNIT IV- EXPLORE HUMAN NATURE THROUGH THE HOLOCAUST, GENOCIDE, AND OTHER EXAMPLES OF SOCIETAL DEVIANCE</b>					
<b>PROFICIENCY / OBJECTIVE</b>	<b>NJSLS NJSLS</b>	<b>NJSLS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The student will be able to:</b>			<b>Students will:</b>		
20. discuss the concept of authority figures in society influencing deviant behavior.	6.2.12.C.4.a 6.2.12.D.4.i 6.3.12.B.1 6.3.12.D.1 RH.11-12.3, 4, 7, 9 WHST.11- 12.2,4-6	8.1.12.A.3 8.1.12.C.1 8.1.12.E.2 8.1.12.F.1	<ul style="list-style-type: none"> <li>learn, through use of a sign and a perceived authority figure, to avoid stepping on certain tiles as they enter the classroom.</li> <li>view and analyze Jane Elliot’s “Class Divided” that separated student treatment according to eye color.</li> </ul>	<p>Class discussion and self-reflection journal writing</p> <p>Roundtable discussion and analysis reflection paper</p>	<p>Collaborate with Peers via Google Docs</p> <p>Students will peer assess</p>
21. explore the latent potential of evil in society through Hannah Arendt’s <i>Banality Of Evil</i> .	6.1.12.A.11.E 6.2.12.C.4.a 6.2.12.D.4.i 6.3.12.B.1 6.3.12.D.1 RH.11-12.3, 4, 7, 9	8.1.12.A.3 8.1.12.C.1 8.1.12.F.1	<ul style="list-style-type: none"> <li>research the answers to several questions regarding Hannah Arendt’s Banality of Evil.</li> <li>read Zimbardo’s article entitled <i>The Banality of Heroism</i> and compare and contrast their thoughts on the two concepts.</li> <li>view photographs from the USHMM of prison guards at Auschwitz without knowing location and speculate the context of the photographs and activity the pictures of the people depicted.</li> </ul>	<p>Completed questionnaire Class discussion of impact on students</p> <p>Teacher observation Round-table discussion evaluating which “Banality” theory has more merit</p> <p>Teacher observation Class discussion Journal entry</p>	<p>Use Google Docs to collaborate</p>

<b>UNIT IV- EXPLORE HUMAN NATURE THROUGH THE HOLOCAUST, GENOCIDE, AND OTHER EXAMPLES OF SOCIETAL DEVIANCE</b>					
<b>PROFICIENCY / OBJECTIVE</b>	<b>NJSLS NJSLS</b>	<b>NJSLS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The student will be able to:</i>			<i>Students will:</i>		
22. analyze the confirming conclusion uncovered by Stanley Milgram at Yale University.	6.2.12.C.4.a 6.2.12.D.4.i 6.3.12.B.1 6.3.12.D.1 RH.11-12.3, 4, 7, 9 WHST.11-12.1, 2, 4, 7-9	8.1.12.A.3 8.1.12.C.1 8.1.12.E.2 8.1.12.F.1	<ul style="list-style-type: none"> <li>view footage of Milgram’s experiments on Obedience to Authority and speculate on whether the results would be replicated today.</li> <li>view an updated version of Milgram’s experiments performed in England in 2009 with even more profound results.</li> <li>complete a writing assignment answering the question “Is the man in the white shirt (lab coat) evil? How do we judge evil? Is it based on how we feel, or how we act?”</li> </ul>	<p>Completed question guide Class discussion</p> <p>Completed question guide Class discussion</p> <p>Teacher created rubric criteria</p>	Peer assess responses Possible use of NING or <i>Schoology</i> for continuation of class discussion
23. examine the vulnerability of the ordinary human psyche through societal manipulation as evidenced in Zimbardo’s Stanford Prison Study and candid camera clips.	6.2.12.C.4.a 6.2.12.D.4.i 6.3.12.B.1 6.3.12.D.1 RH.11-12.3, 4, 7, 9 WHST.11-12.1, 2, 4, 7-9	8.1.12.A.3 8.1.12.C.1 8.1.12.E.2 8.1.12.F.1	<ul style="list-style-type: none"> <li>observe clips of Zimbardo’s Prison Experiment or Candid Camera and write a reaction connecting the themes of Power, Authority and Influence.</li> <li>respond to a writing prompt asking them to explain why a Holocaust survivor would be upset by watching Zimbardo’s experiments and/or Candid Camera.</li> </ul>	<p>Teacher created rubric criteria</p> <p>Teacher created rubric criteria</p>	Peer assess responses Possible use of NING or <i>Schoology</i> for continuation of class discussion

<b>UNIT IV- EXPLORE HUMAN NATURE THROUGH THE HOLOCAUST, GENOCIDE, AND OTHER EXAMPLES OF SOCIETAL DEVIANCE</b>					
<b>PROFICIENCY / OBJECTIVE</b>	<b>NJSLS NJSLS</b>	<b>NJSLS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The student will be able to:</b>			<b>Students will:</b>		
24. compare and contrast the role of bystanders and rescuers in challenges to civilized behavior.	6.1.12.D.11.D 6.2.12.C.4.a 6.2.12.D.4.i 6.3.12.B.1 6.3.12.D.1 RH.11-12.3, 4, 7, 9		<ul style="list-style-type: none"> <li>examine instances where unlikely rescuers intervened to save many people (Defiance, Jerusalem in the Woods: The Bielski Brothers), and write down 3 questions they would ask someone who is a rescuer.</li> <li>observe and read an article about instances where Bystanders ignored the opportunity to rescue someone (Kitty Genovese and David Cash: The Bad Samaritan), and assess the challenges involved in the decision to intervene or not intervene.</li> <li>respond to a series of questions testing whether or not they would stop or get involved.</li> </ul>	<p>Class discussion Teacher observation</p> <p>Class discussion Teacher observation Completed question guide</p> <p>Class discussion and respond to a do now / exit ticket question</p>	

**UNIT V - EXAMINE THE CLASSIFICATION OF PEOPLE IN A STRATIFIED SOCIETY**

**Essential Question(s):** What social classes exist in the United States? What causes our society to be stratified? What are the effects of stratification? What are the effects of individual achievement?

**Enduring Understanding(s):** Stratification is the division of society into classes that have unequal amounts of wealth, power, and prestige. Examining social and civic issues helps to expand ones understanding of the world, its people, and themselves. Ethnic minorities have historically been subjected to prejudice and discrimination. People are affected by environmental, economic, social, cultural, and civic concerns.

<b>UNIT V - EXAMINE THE CLASSIFICATION OF PEOPLE IN A STRATIFIED SOCIETY</b>					
<b>PROFICIENCY / OBJECTIVE</b>	<b>NJSLS NJSLS</b>	<b>NJSLS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The student will be able to:</i>			<i>Students will:</i>		
25. identify social classes in the united states and societies around the world.	2.2.12.C.3 6.1.12.A.15.b 6.1.12.D.16.c 6.2.12.D.1.d 6.2.12.D.3.B 6.3.12.A.2 6.3.12.C.1 RH.11-12.1, 4, 5, 6, 7, 9, 10	8.1.12.F.1 8.1.12.E.2 8.1.12.A.3	<ul style="list-style-type: none"> <li>analyze socio-economic statistics from around the world, and write an analysis of their conclusion about social classes in America and around the world.</li> <li>make the distinction between ascription and financial achievement by comparing different societies and complete a graphic organizer that labels and organizes societies based on achievement or ascription.</li> </ul>	Teacher observation Class discussion Teacher created rubric criteria  Completed graphic organizer Class discussion	<a href="http://www.wolframalpha.com/">http://www.wolframalpha.com/</a> , <a href="http://data.worldbank.org/country">http://data.worldbank.org/country</a>
26. analyze the driving forces that aid in the stratification in society (politics, religion, economic disparities, social issues).	2.2.12.C.3 6.1.12.A.14.C 6.1.12.D.14.E 6.1.12.A.15.b 6.1.12.D.16.c 6.2.12.D.1.d 6.3.12.A.2 6.3.12.C.1 RH.11-12.1, 4, 5, 6, 7, 9, 10	8.1.12.F.1 8.1.12.E.2 8.1.12.A.3	<ul style="list-style-type: none"> <li>read a passage from <i>Nickel and Dimed</i> to show the difficulties of lower class families and succeeding in America and debate/discuss the validity of the experiences documented in the passages.</li> <li>complete an interactive lab activity from <a href="http://playspent.org/">http://playspent.org/</a> that allows them to experience a month of managing family expenses in the lower economic strata and complete journal entries and class presentations of their experience.</li> </ul>	Completed question guide Class discussion/debate  Teacher created rubric criteria Peer assessment Completed journal entries  Completed question guide	Think-pair-share

<b>UNIT V - EXAMINE THE CLASSIFICATION OF PEOPLE IN A STRATIFIED SOCIETY</b>					
<b>PROFICIENCY / OBJECTIVE</b>	<b>NJSLS NJSLS</b>	<b>NJSLS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The student will be able to:</i>			<i>Students will:</i>		
27. determine the effects that stratification has on advertising, marketing and political campaigning	6.1.12.A.15.b 6.1.12.C.5.A 6.1.12.D.16.c 6.2.12.D.1.d 6.3.12.A.2 6.3.12.C.1 RH.11-12.1, 4, 5, 6, 7, 9, 10	8.1.12.F.1 8.1.12.E.2 8.1.12.A.3	<ul style="list-style-type: none"> <li>view the websites of Old Navy, the Gap, and Banana Republic to compare and contrast the content for hints of class marketing and advertising and create a product and advertising campaign geared towards a specific class, utilizing ideas discussed in class.</li> <li>view strategies political parties use to reach core demographics.</li> </ul>	Teacher created rubric criteria Peer assessment Class discussion	
28. examine how widening differences between the classes is exacerbated through economic disparity.	6.1.12.A.15.b 6.1.12.D.16.c 6.2.12.D.1.d 6.3.12.A.2 6.3.12.C.1 RH.11-12.1, 4, 5, 6, 7, 9, 10	8.1.12.F.1 8.1.12.E.2 8.1.12.B.1 8.1.12.A.3	<ul style="list-style-type: none"> <li>strategize a political campaign by trying to tailor issues to population demographics.</li> <li>play a teacher created game of Monopoly called Sociopoly from the point of view of different social and economic classes and write a reaction paper about their experience playing Sociopoly as different social classes.</li> </ul>	Teacher created rubric criteria Class discussion  Teacher created rubric criteria Class discussion Teacher observation Peer assessment	<a href="http://www.wolframalpha.com/">http://www.wolframalpha.com/</a> , <a href="http://data.worldbank.org/country">http://data.worldbank.org/country</a>  Use Google Docs to collaborate

<b>UNIT V - EXAMINE THE CLASSIFICATION OF PEOPLE IN A STRATIFIED SOCIETY</b>					
<b>PROFICIENCY / OBJECTIVE</b>	<b>NJSLS NJSLS</b>	<b>NJSLS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The student will be able to:</i>			<i>Students will:</i>		
29. evaluate the effectiveness of individual achievement, education and social welfare programs on social stratification.	6.1.12.A.15.b 6.1.12.D.16.B 6.1.12.D.16.c 6.2.12.D.1.d 6.3.12.A.2 6.3.12.C.1 RH.11-12.1, 4, 5, 6, 7, 9, 10	8.1.12.E.2 8.1.12.F.1 8.1.12.A.3	<ul style="list-style-type: none"> <li>read articles surrounding the 2012 political campaign (Trump, Buffet, Occupy, Tea Party, etc.) and complete a primary source analysis.</li> <li>analyze statistics on the connection between education level and income achievement by conducting research in the computer or media center.</li> </ul>	APPARTS Document analysis Teacher created rubric criteria  Completed research packet Teacher observation Class discussion	<a href="http://apcentral.collegeboard.com/apc/members/course_s/teachers_corner/39811.html">http://apcentral.collegeboard.com/apc/members/course_s/teachers_corner/39811.html</a> - APPARTS format A-Author, P-Place and time, P-Prior Knowledge, A-Audience, R-Reason, T-The Main Idea, S-Significance
30. explore the limitations that exist in society as a result of differences in gender, age, health, race, etc.	2.2.12.C.3 6.1.12.A.13.A 6.1.12.A.15.b 6.1.12.D.5.D 6.1.12.D.16.c 6.2.12.D.1.d 6.3.12.A.2 6.3.12.C.1 RH.11-12.1, 4, 5, 6, 7, 9, 10 WHST.11-12.2.5		<ul style="list-style-type: none"> <li>ponder the experience of being a left-handed minority in a right handed world, and come up with examples of bias when it comes to society and those in the “majority.” (Allow each group to contain one left-handed student to explain the experience.)</li> <li>complete a series of questions to the students on how being in the minority would affect their lives (racial minorities, age, disabilities, creed, gender).</li> </ul>	Class discussion Teacher observation Journal entry  Completed question guide Class discussion	



<b>UNIT V - EXAMINE THE CLASSIFICATION OF PEOPLE IN A STRATIFIED SOCIETY</b>					
<b>PROFICIENCY / OBJECTIVE</b>	<b>NJSLS NJSLS</b>	<b>NJSLS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The student will be able to:</i>			<i>Students will:</i>		
31. compare historical and modern bias against women in workforce and evaluate the causes.	2.4.12.B.4 6.1.12.A.1.B 6.1.12.A.15.b 6.1.12.D.5.D 6.1.12.D.16.c 6.2.12.D.1.d 6.3.12.A.2 6.3.12.C.1 RH.11-12.1, 2, 4, 5, 6, 7, 9, 10 WHST.11-12.7-9		<ul style="list-style-type: none"> <li>view a documentary “Beyond the Glass Ceiling,” and examine why Sociologists often use this metaphor to describe the conditions of women in society.</li> <li>analyze the meaning of the metaphor and identify the minorities and people this applies to the most by completing a graphic organizer.</li> <li>write a response to the aforementioned issue and work together in groups to assess the best application of the metaphor.</li> </ul>	Completed question guide Class discussion  Class discussion Completed graphic organizer  Teacher created rubric criteria Class discussion Peer assessment	Possible use of NING or Schoology for continuation of class discussion

**UNIT VI - EXAMINE THE EFFECTS OF GLOBALIZATION AROUND THE WORLD**

**Essential Question(s):** What is globalization? How does technology effect globalization? How does globalization affect our lives?

**Enduring Understanding(s):** The Internet impacts communication and research in positive and negative ways. Technology is a tool that can be used for collecting, organizing, and presenting information. Social change refers to new behaviors that have long-term and relatively important consequences.

<b>UNIT VI - EXAMINE THE EFFECTS OF GLOBALIZATION AROUND THE WORLD</b>					
<b>PROFICIENCY / OBJECTIVE</b>	<b>NJSLS NJSLS</b>	<b>NJSLS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The student will be able to:</b>					
32. discuss how social interactions and culture could be effected by technological innovations.	2.2.12.A.3 2.5.12.C.3 6.1.12.A.15.b 6.1.12.A.15.f 6.1.12.A.16.a 6.1.12.A.16.b 6.1.12.C.16.b RH.11-12.1, 2, 4, 5, 6, 7, 9, 10 WHST.11- 12.1, 2, 4, 5,	8.1.12.F.1	<b>Students will:</b> <ul style="list-style-type: none"> <li>debate or written response to the following prompt: Has the emergence of Facebook and other technologies limited authentic social interaction and potentially caused problems for society?</li> <li>read the scholarly article, <i>The Atrophy of Social Life</i>.</li> </ul>	Teacher created rubric criteria Class discussion Peer assessment Self-evaluation  Teacher created rubric criteria Class discussion Peer assessment	Use of <i>Schoology</i> for continuation of class discussion  My haiku Google classroom
33. analyze the impact of globalization on various societies around the world.	2.5.12.C.3 6.1.12.A.15.b 6.1.12.A.15.f 6.1.12.A.16.a 6.1.12.A.16.b 6.1.12.A.16.c 6.1.12.B.16.a 6.1.12.C.16.b 6.3.12.A.2 RH.11-12.1, 2, 4, 5, 6, 7, 9, 10 WHST.11- 12.1, 2, 4-10	8.1.12.F.1	<ul style="list-style-type: none"> <li>research and debate the issue of job outsourcing.</li> <li>explore regions of the world, analyze which parts of the world are most vulnerable to: outsourcing, disruptions of traditions, rapid industrialization, child labor, pollution, scarcity of resources, and write a reaction paper.</li> </ul>	Teacher created rubric criteria Class discussion Peer assessment Self-evaluation  Teacher created rubric criteria Class discussion Peer assessment Self-evaluation	<a href="http://www.wolframalpha.com/">http://www.wolframalpha.com/</a> , <a href="http://data.worldbank.org/country">http://data.worldbank.org/country</a> , <a href="http://www.statisticbrain.com/outourcing-statistics-by-country/">http://www.statisticbrain.com/outourcing-statistics-by-country/</a>

**UNIT VI - EXAMINE THE EFFECTS OF GLOBALIZATION AROUND THE WORLD**

<i>PROFICIENCY / OBJECTIVE</i> <i>The student will be able to:</i>	<i>NJSLS</i> <i>NJSLS</i>	<i>NJSLS</i> <i>Tech. Lit.</i>	<i>SUGGESTED ACTIVITY</i> <i>Students will:</i>	<i>EVALUATION/</i> <i>ASSESSMENT</i>	<i>TEACHER</i> <i>NOTES</i>
34. track the changes that the emergence of the internet has caused for societies around the world.	2.2.12.A.3 2.5.12.C.3 2.2.12.D.1 6.1.12.A.15.b 6.1.12.A.15.f 6.1.12.A.16.a 6.1.12.A.16.b 6.1.12.C.16.b RH.11-12.1, 2, 4, 5, 6, 7, 9, 10 WHST.11-12.7-9	8.1.12.F.1	<ul style="list-style-type: none"> <li>brainstorm examples of how the Internet has had a political, social or economic impact.</li> <li>research articles from current events that showcase the changes made by the Internet and write a response showcasing these changes.</li> </ul>	Class discussion Teacher observation  Completed research packet Class discussion	

## BIBLIOGRAPHY

Bibliographic material will be supplemented by research in the Media Center, using a variety of primary and secondary resources in various formats.

### TEXTBOOK:

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### SUPPLEMENTAL RESOURCES:

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- Bailey, William C. Murder, Capital Punishment and Television. *American Sociological Review*, 55, No. 5, 2000: 628 – 633.
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- Zeitlin, Irving M. *The Social Condition of Humanity*. New York: Oxford University Press, 1993.

**WEBSITES:**

*A Sociological Tour Through Cyberspace.* <http://www.trinity.edu/mkearl/>

*Comparative Religions Page.* [www.pla-net.net/-psydways/relig.html](http://www.pla-net.net/-psydways/relig.html)

*Sociology Links.* [www.northside.isd.tenet.html](http://www.northside.isd.tenet.html)

*Teaching Sociology in Secondary Schools.* [www.clarion.edu/mm/topss.htm](http://www.clarion.edu/mm/topss.htm)

*Online Sociology Resources.* [http://highered.mcgraw-hill.com/sites/0073125741/student\\_view0/name\\_that\\_sociologist.html#](http://highered.mcgraw-hill.com/sites/0073125741/student_view0/name_that_sociologist.html#)

*PBS.org Website dedicated to the Nature vs. Nurture Debate.* <http://www.pbs.org/wgbh/nova/body/nature-versus-nurture-revisited.html>

*NPR Audio Clip on the impact twins are having on the Nature vs. Nurture Debate.* <http://www.npr.org/2012/01/02/144583977/twins-data-reshaping-nature-versus-nurture-debate>

*Informative article discussing the approach to Nature vs. Nurture.* <http://www.simplypsychology.org/naturevsnurture.html>

*Resource for short video clips relating to sociological themes.* <http://www.thesociologicalcinema.com/>

*Statistical information relating to research topics.*

[http://www.census.gov/compendia/statab/cats/births\\_deaths\\_marriages\\_divorces/marriages\\_and\\_divorces.html](http://www.census.gov/compendia/statab/cats/births_deaths_marriages_divorces/marriages_and_divorces.html)

*The World Bank's Open Data initiative is intended to provide all users with access to World Bank data. The data catalog is a listing of available World Bank datasets, including databases, pre-formatted tables, reports, and other resources.* <http://data.worldbank.org/country>

*Search engine for information relating to GDP.* <http://data.worldbank.org/country>

*Economic Simulation Activity.* <http://playspent.org/>

*Job Outsourcing Data.* <http://www.statisticbrain.com/outsourcing-statistics-by-country/>

## **APPENDIX A AUTHENTIC ASSESSMENT**

**Authentic Assessment Group Project- Human Behavior II**

The students of both Parsippany high schools have demanded an improvement of the food service in the cafeteria. The issues could be many and varied from the wait time for service, to the quality of the food, to the range of choices available, etc.

The Board of Education has decided to hire YOU, a noted sociologist, to help assess the situation in the cafeteria. How would your group approach the problems in the cafeteria operation using the Structural-Functional paradigm, the Social Conflict theory paradigm and the Symbolic Interaction paradigm? Provide specific examples of what you would do in the cafeteria study that connect clearly to the principles in each of the three paradigms of sociology and explain why. (8-10 sentences each)

<p><b>Structural-Functional</b></p>	
<p><b>Social Conflict Theory</b></p>	
<p><b>Symbolic Interaction</b></p>	

## Authentic Assessment Project in Human Behavior II

	<b>Above Standard</b>	<b>Standard</b>	<b>Approaching Standard</b>	<b>Below Standard</b>
<b>Analysis</b>	<ul style="list-style-type: none"> <li>Clear evidence of supportive arguments in all aspects of the essay. All ideas flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections that illuminate thesis.</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient supportive arguments to be convincing. Argument is clear and usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to evidence are made.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of supportive arguments is barely adequate. Logic may often fail, or the argument may often be unclear. May not address counter-arguments or make any connections with the thesis. May also contain logical contradictions.</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient support for the claims and arguments made in the essay. Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic, and there is no effort to grasp possible alternative views. Very little or very weak attempt to relate evidence to argument.</li> </ul>
<b>Purpose</b>	<ul style="list-style-type: none"> <li>Complete understanding of the question. No deviation from the subject matter.</li> </ul>	<ul style="list-style-type: none"> <li>Generally responsive to the prompts provided. Minimal deviation from appropriate subject matter.</li> </ul>	<ul style="list-style-type: none"> <li>Attention to the essay prompts is barely adequate. Frequent deviation from subject matter.</li> </ul>	<ul style="list-style-type: none"> <li>Inattentive to essay prompts. Answers are unresponsive to the questions asked.</li> </ul>
<b>Efficacy</b>	<ul style="list-style-type: none"> <li>Essay is completely convincing to the reader. All aspects of the essay are effective and demonstrate mastery of subject matter.</li> </ul>	<ul style="list-style-type: none"> <li>Strong and effective presentation. Generally convincing in most areas.</li> </ul>	<ul style="list-style-type: none"> <li>Adequate presentation and conviction in subject matter. Some gaps but enough material presented to indicate subject knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Inadequate overall presentation. Not convincing to reader with little evidence of subject knowledge.</li> </ul>
<b>Structure</b>	<ul style="list-style-type: none"> <li>Excellent transitions from point to point. Paragraphs support solid topic sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Generally unclear, often wanders or jumps around. Few or weak transitions, and there are many paragraphs without topic sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.</li> </ul>



**APPENDIX B      NEW JERSEY STUDENT LEARNING STANDARDS**



HYPERLINKS TO STANDARDS

Standard	Content Area	State Board Adoption Date	Required District Implementation of Revised Curricula
1	<a href="#">Visual and Performing Arts</a>	July 9, 2014	September 2015
2	<a href="#">Comprehensive Health and Physical Education</a>	July 9, 2014	September 2015
3	<a href="#">English Language Arts</a>	May 4, 2016	September 2017
4	<a href="#">Mathematics</a>	May 4, 2016	September 2017
5	<a href="#">Science</a>	July 9, 2014	Grades 6-12 Sept. 2016
			Grades K-5 Sept. 2017
6	<a href="#">Social Studies</a>	July 9, 2014	September 2015
7	<a href="#">World Languages</a>	July 9, 2014	September 2015
8	<a href="#">Technology</a>	October 1, 2014	September 2015
9	<a href="#">21st Century Life and Careers</a>	October 1, 2014	September 2015



**Resources**

Association for Supervision and Curriculum Development. (2014). *The whole child*. Online: \_\_\_\_\_  
<http://www.wholechildeducation.org/>

Centers for Disease Control and Prevention. (2009). *Health Education curriculum analysis tool*. Atlanta, GA: Author.

Centers for Disease Control and Prevention. (2006). *Physical Education curriculum analysis tool*. Atlanta, GA: Author.

Centers for Disease Control and Prevention. National Health Education Standards. *National Health Education Standards*: Atlanta, GA: American Cancer Society. Online: <http://www.cdc.gov/healthyyouth/sher/standards/>

Lohrmann, D. K. (2005). *Creating a healthy school*. Alexandria, VA: Association for Supervision and Curriculum Development.

National Association for Sport and Physical Education. (2014). *The Road to a lifetime of Physical Activity: National standards for Physical Education*. Reston, VA: American Alliance for Health, Physical Education, Recreation, and Dance.

National Association of State Boards of Education. (2014). *Center for Safe and Healthy Schools*. Online:  
<http://www.nasbe.org/project/center-for-safe-and-healthy-schools/>

New Jersey State Department of Education. (2009). *Core curriculum content standards in comprehensive health and physical education*. Online:  
<http://www.state.nj.us/education/NJSLS/standards/2/index.html>

Partnership for 21<sup>st</sup> Century Skills. (2014). *Framework for 21<sup>st</sup> century learning*. Online: <http://www.p21.org/>

**Hyperlinks:** <http://www.choosemyplate.gov/>

**APPENDIX C      CURRICULUM MODIFICATIONS AND ADAPTATIONS**

## **MODIFICATIONS AND ADAPTATIONS**

For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link <http://njcdd.org/wp-content/uploads/2016/08/tools-teacherspart2.pdf>. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.