



HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS

Office of Curriculum and Instruction

CURRICULUM MAP

COURSE TITLE	Sociology CP							
GRADE BAND		PreK-4		5-6		7-8	X	9-12
DEPARTMENT	Social Studies							
LAST REVISION DATE	August 2022							
BOE APPROVAL DATE	December 19, 2022							

COURSE OVERVIEW
<p>This junior and senior semester elective course of study is developed around a thematic approach to sociology and social issues. The inquiry approach is used to motivate students to think critically about a wide range of topics that can apply specifically to their lives as well as people throughout the world. The course is divided into five major areas: culture, conformity and deviance, groups and group dynamics (bullying, cliques, and leaders), marriage and family life, and problems resulting from social change in America. Sociology focuses on the past as well as analyzing current issues that affect American society. Studying Sociology enables students to develop a better understanding of the world around them as well as their own behaviors and attitudes. It emphasizes an understanding of their responsibility to their community, nation, and world and that human rights are essential for everyone.</p>

Hillsborough Township Public Schools Curriculum Map
Course Title: Sociology CP

UNIT OF STUDY	The Sociological Perspective, Research and its Impact on Culture
PACING	20 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● Why is the study of Sociology important in understanding our world? ● Why are language and nonverbal communication the basis of culture? ● How does American culture compare to culture around the world? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Learning Sociology allows us to understand and live more successfully in our world. ● Language and non verbal communication help to understand and distinguish the diverse aspects of culture. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Identifying that culture differs socially, politically and economically throughout the different countries in the world and that change occurs through time due to shifting values. ● Demonstrate awareness and acceptance of all groups of people regardless of race, ethnicity, religion, sexuality, etc. ● Understanding their environment and their place in their family, culture, region, country and world. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● “Culture Quiz”
Formative	<ul style="list-style-type: none"> ● American culture pro/con writing chart using visuals, auditory and media facets of our culture ● In Class Discussions ● Small Group Activities ● Analysis of primary source media ● Graphic organizers
Summative	<ul style="list-style-type: none"> ● Culture Project/Presentation
Benchmark	<ul style="list-style-type: none"> ● Culture Project/Presentation
NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. 	

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- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

English Language Arts

- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

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9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

CAREERS ASSOCIATED WITH THIS UNIT

- Sociologist, Anthropologist, Ethnologist, Museum Worker, Political Leader, International Studies

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Amistad Curriculum Mandate/Holocaust Curriculum Mandate/Inclusive Curriculum Mandate/Asian American Pacific Islander - Unit 1 discusses culture in all different facets of life. After learning about how to determine culture students look at world cultures, American culture, NJ culture, Hillsborough culture and personal family culture. All of the DEI standards apply for this unit.
 - Related Terms: Culture, Ethnocentrism
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the impact of one's feelings and thoughts on one's own behavior

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

Relationship Skills

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- Identify the consequences associated with one's actions in order to make constructive choices

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – Cited print and electronic sources

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Books

- [Blumenfeld, Warren J. "The What, the So What, and the Now What of Social Justice Education." Amazon, Peter Lang, 2019.
<https://www.amazon.com/What-Culture-Our-Multicultural-World/dp/077874650X>.](#)
- [Collis, Harry, and Joe Kohl. 101 American Customs: Understanding Language and Culture through Common Practices. NTC, 2000.](#)
- [Axtell, Roger E. Gestures: The Do's and Taboos of Body Language around the World. Wiley, 2001.](#)
- [ALAN, TEAGUE GINA BEECHEY. USA - Culture Smart!: The Essential Guide to Customs & Culture. KUPERARD, 2020.](#)
- [Campbell, Neil, and Alasdair Kean. American Cultural Studies An Introduction to American Culture. Routledge, 2016.](#)
- [American Sociological Association, 31 Aug. 2022, <https://www.asanet.org/>.](#)
- [Bureau, US Census. Census.gov, 3 Aug. 2022, <https://www.census.gov/>.](#)
- [Drotz, Keeley Christine. The Poisoning of Our Children: Fighting the Obesity Epidemic in America. TGBG Nutrition Publishing, 2012.](#)
- [Diversity, Equity & Inclusion Educational Resources. NJ Department of Education.
<https://www.nj.gov/education/standards/dei/>.](#)

Online Resources

- ["Cultural Diversity." C3 Teachers, 11 June 2021,
<http://c3teachers.org/inquiries/cultural-diversity/>.](#)
- [CultureGrams® - ProQuest.
<https://about.proquest.com/en/products-services/culturegrams/>.](#)
- ["Articles." The New York Times, The New York Times, 28 Aug. 2018,
<https://www.nytimes.com/>.](#)
- ["Vice Is the Definitive Guide to Enlightening Information." VICE,
<https://www.vice.com/>.](#)

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Course Title: Sociology CP

- [on, Posted, and Mark and Mark. "Your Travel Guide to New Jersey's Local Legends and Best Kept Secrets." *Weird NJ*, 14 July 2022, <http://weirdnj.com/>.](#)

Media

- ["Defunctland: The History of Action Park." *YouTube*, YouTube, 16 Oct. 2017, <https://www.youtube.com/watch?v=flkW-ceNvck>.](#)
- ["MY 600 LB Life S10 E09 Lucas Journey." *YouTube*, YouTube, 26 May 2022, <https://www.youtube.com/watch?v=lhiArlMpssE>.](#)
- [Sociology: A down to Earth Approach. Pearson Education, 2013.](#)
- [Kendall, Diana. *Sociology in Our Times*. CENGAGE LEARNING, 2022.](#)
- [Campbell, Neil, and Alasdair Kean. *American Cultural Studies An Introduction to American Culture*. Routledge, 2016.](#)
- [American Sociological Association, 31 Aug. 2022, <https://www.asanet.org/>.](#)
- ["Category:Sociology." *Category:Sociology - WebRef.org*, <http://www.webref.org/wiki/index.php?title=Category%3ASociology>.](#)

Hillsborough Township Public Schools Curriculum Map
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UNIT OF STUDY	Conformity and Deviance
PACING	20 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● Why is finding our place and achieving “acceptance” so important in our lives? ● Why do we sometimes choose deviance and decide that our individuality is more important than choosing conformity? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Personal goals, freedoms and individual decisions can take precedence over societal norms. ● There are many social and political groups that deviate from the norms of a traditional society. ● Individuals can be swayed to deviate when there is strong leadership involved. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Understanding that deviation against the norms of society is not always an incorrect way to live. ● Embracing that effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Jamboard - How do we as individuals conform and deviate in society?
Formative	<ul style="list-style-type: none"> ● Reaction Journal ● In Class Discussions ● Small Group Activities ● Analysis of primary source media ● Graphic organizers
Summative	<ul style="list-style-type: none"> ● Deviant Sub-Group Project/Video
Benchmark	<ul style="list-style-type: none"> ● Deviant Sub-Group Project/Video
NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. 	

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- 6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- None.

English Language Arts

- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

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- None.

CAREERS ASSOCIATED WITH THIS UNIT

- Sociologist, Anthropologist, Ethnologist, Museum Worker,

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize one's personal traits, strengths, and limitations

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

Social Awareness

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

Relationship Skills

- Evaluate personal, ethical, safety, and civic impact of decisions

Responsible Decision-Making

- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited* print and electronic sources

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

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Books

- [Thomas, T. R. *Serial Killers*. Saddleback Educational Pub., 2010.](#)
- [Carlo, Philip. *The Ice Man: Confessions of a Mafia Contract Killer*. Mainstream, 2013.](#)

Online Resources

- [Bureau, US Census. *Census.gov*, 3 Aug. 2022, <https://www.census.gov/>.](#)
- ["Articles." *The New York Times*, The New York Times, 28 Aug. 2018, <https://www.nytimes.com/>.](#)
- [Bainbridge, Carol. "Why People Make Social Constructs and How They Can Change." *Verywell Mind*, Verywell Mind, 17 May 2022, <https://www.verywellmind.com/definition-of-social-construct-1448922>.](#)
- ["Jim Jones." *Encyclopædia Britannica*, Encyclopædia Britannica, Inc., <https://www.britannica.com/biography/Jim-Jones>.](#)
- [Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.](#)

Media

- ["NBC|ABC|20/20: Truth and Lies: The Family Manson." *YouTube*, YouTube, 27 July 2017, <https://www.youtube.com/watch?v=mTmSjNw-Uyo>.](#)
- [ScreenMediaPictures. "David Koresh: The Final 24 \(Full Documentary\)." *YouTube*, YouTube, 29 Oct. 2020, <https://www.youtube.com/watch?v=65rUlrPCjI>.](#)
- [Drezkin, Rachel. *Keep Sweet: Prey and Obey*. Netflix, 2022.](#)
- [Lifetime. "Escaping Polygamy: Leah/Hannah - Part 1 of 4 \(Season 1, Episode 1\) | Lifetime." *YouTube*, YouTube, 7 Nov. 2020, \[https://www.youtube.com/watch?v=Vty_GB7LpzM\]\(https://www.youtube.com/watch?v=Vty_GB7LpzM\).](#)
- [*YouTube*, YouTube, \[https://www.youtube.com/results?search_query=my%2Bstrange%2Baddiction%2B\]\(https://www.youtube.com/results?search_query=my%2Bstrange%2Baddiction%2B\).](#)
- [\[https://www.youtube.com/watch?v=9_yb79zQjLI\]\(https://www.youtube.com/watch?v=9_yb79zQjLI\) YouTube. \(2021, May 10\). *Life with bundy full episode | ABC 20/20*. YouTube. Retrieved December 1, 2022, from \[https://www.youtube.com/watch?v=9_yb79zQjLI\]\(https://www.youtube.com/watch?v=9_yb79zQjLI\)](#)
- [<https://www.youtube.com/watch?v=JToezSN3l2Y&t=13s> *Life After Polygamy, Escaping an FLDS cult, Season 1 Episode 25*.](#)
- [GuildfordGhost. "Witness: Jonestown \(Channel Four, 1998\)." *YouTube*, YouTube, 28 Feb. 2021, <https://www.youtube.com/watch?v=zNYaYVLq2Fo>.](#)
- [Judge, Mike. *Office Space*. Twentieth Century Fox, 1999.](#)
- [*American Sociological Association*, 31 Aug. 2022, <https://www.asanet.org/>.](#)
- [Bureau, US Census. *Census.gov*, 3 Aug. 2022, <https://www.census.gov/>.](#)
- ["Category:Sociology." *Category:Sociology - WebRef.org*, <http://www.webref.org/wiki/index.php?title=Category%3ASociology>.](#)

Hillsborough Township Public Schools Curriculum Map
Course Title: Sociology CP

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UNIT OF STUDY	Social Status, Groups Dynamics and Socialization
PACING	15 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● Why is understanding your relative position important to others? ● Why is “being with others” and being influenced by them (i.e. bullying) such an integral part of our social being? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Social context has a huge impact on personal behavior. ● Social status affects how groups view and treat one another. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Recognizing that individuals need to be around others but complex relationships emerge. ● Demonstrate awareness and acceptance of all groups of people regardless of race, ethnicity, religion, sexuality, etc. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Google Form Questionnaire
Formative	<ul style="list-style-type: none"> ● In Class Discussions ● Reflection Personal Journals (group dynamics experiences, bullying, etc) ● Small Group Activities ● Analysis of primary source media ● Graphic organizers
Summative	<ul style="list-style-type: none"> ● Groups Project/Presentation
Benchmark	<ul style="list-style-type: none"> ● Groups Project/Presentation
NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. 	
INTERDISCIPLINARY CONNECTIONS <i>Must include the standard # & verbiage</i>	
<i>Comprehensive Health & Physical Education</i>	

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<ul style="list-style-type: none"> ● 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
<i>Computer Science & Design Thinking</i>
<ul style="list-style-type: none"> ● None.
<i>English Language Arts</i>
<ul style="list-style-type: none"> ● RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. ● W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<i>Mathematics</i>
<ul style="list-style-type: none"> ● None.
<i>Science</i>
<ul style="list-style-type: none"> ● None.
<i>Visual & Performing Arts</i>
<ul style="list-style-type: none"> ● None.
<i>World Languages</i>
<ul style="list-style-type: none"> ● None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
<i>9.1-Personal Financial Literacy</i>
<ul style="list-style-type: none"> ● None.
<i>9.2-Career Awareness, Exploration, Preparation, and Training</i>
<ul style="list-style-type: none"> ● None.
<i>9.4-Life Literacies & Key Skills</i>
<ul style="list-style-type: none"> ● 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> ● Sociologist, Anthropologist, Ethnologist, Psychologist, Guidance Counselor

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Course Title: Sociology CP

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Amistad Curriculum Mandate/Holocaust Curriculum Mandate/Inclusive Curriculum Mandate/Asian American Pacific Islander - Unit 3 addresses all of these categories in discussions on different groups throughout our society.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the impact of one's feelings and thoughts on one's own behavior

Self-Management

- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

Relationship Skills

- Develop, implement, and model effective problem-solving and critical thinking skills

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited* print and electronic sources

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Online Resources

Hillsborough Township Public Schools Curriculum Map
Course Title: Sociology CP

- [Bureau, US Census. *Census.gov*, 3 Aug. 2022, https://www.census.gov/.](https://www.census.gov/)
- [New Jersey Coalition for Bullying Awareness and Prevention, https://www.njbullying.org/.](https://www.njbullying.org/)
- [“Category:Sociology.” *Category:Sociology - WebRef.org*, http://www.webref.org/wiki/index.php?title=Category%3ASociology.](http://www.webref.org/wiki/index.php?title=Category%3ASociology)
- [“Articles.” *The New York Times*, The New York Times, 28 Aug. 2018, https://www.nytimes.com/.](https://www.nytimes.com/)
- [\[Author removed at request of original publisher\]. “6.2 Group Dynamics and Behavior.” *Sociology*, University of Minnesota Libraries Publishing Edition, 2016. This Edition Adapted from a Work Originally Produced in 2010 by a Publisher Who Has Requested That It Not Receive Attribution., 8 Apr. 2016, https://open.lib.umn.edu/sociology/chapter/6-2-group-dynamics-and-behavior/.](https://open.lib.umn.edu/sociology/chapter/6-2-group-dynamics-and-behavior/)
- [Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. https://www.nj.gov/education/standards/dei/.](https://www.nj.gov/education/standards/dei/)

Media

- [Kaplan, Deborah. *Can't Hardly Wait*. Columbia Pictures, 1998.](https://www.youtube.com/watch?v=8HtY_5pmKBE&t=32s)
- [“Dateline My Kid Would Never Bully.” *YouTube*, YouTube, 29 July 2016, https://www.youtube.com/watch?v=8HtY_5pmKBE&t=32s.](https://www.youtube.com/watch?v=8HtY_5pmKBE&t=32s)
- [American Sociological Association, 31 Aug. 2022, https://www.asanet.org/.](https://www.asanet.org/) Bureau, US Census. *Census.gov*, 3 Aug. 2022, https://www.census.gov/.
- [Bureau, US Census. *Census.gov*, 3 Aug. 2022, https://www.census.gov/.](https://www.census.gov/)
- [New Jersey Coalition for Bullying Awareness and Prevention, https://www.njbullying.org/.](https://www.njbullying.org/)
- [“Category:Sociology.” *Category:Sociology - WebRef.org*, http://www.webref.org/wiki/index.php?title=Category%3ASociology.](http://www.webref.org/wiki/index.php?title=Category%3ASociology)

Hillsborough Township Public Schools Curriculum Map
Course Title: Sociology CP

UNIT OF STUDY	Social Institutions, Social Structures, Class and Stratification
PACING	15 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● Do the social institutions that exist keep individuals and societies in line? ● Why is it a human necessity to classify and divide all people? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Every society has rules and regulations that dictate what is acceptable. ● Grouping helps us make sense of the world and our place within it. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Religion and culture impact our beliefs about marriage, child raising and divorce. ● Demonstrate awareness and acceptance of all groups of people regardless of race, ethnicity, religion, sexuality, etc in regards to family life. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Personal questionnaire and reflection
Formative	<ul style="list-style-type: none"> ● In Class Discussions ● Small Group Activities ● Marriage around the world assignment ● Analysis of primary source media ● Graphic organizers
Summative	<ul style="list-style-type: none"> ● Flipboard Article project
Benchmark	<ul style="list-style-type: none"> ● Flipboard Article project
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)	
<i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure. ● 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. ● 6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions. ● 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy. 	

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Course Title: Sociology CP

- 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).

Computer Science & Design Thinking

- 8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.
- 8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

English Language Arts

- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Mathematics

- None.

Science

Hillsborough Township Public Schools Curriculum Map
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<ul style="list-style-type: none"> • None.
Visual & Performing Arts
<ul style="list-style-type: none"> • None.
World Languages
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
9.1-Personal Financial Literacy
<ul style="list-style-type: none"> • 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> • 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> • 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a). • 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Sociologist, Anthropologist, Ethnologist, Psychologist, Therapist, School Worker
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A:52:16A-88</i> <i>Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> • Amistad Curriculum Mandate/Holocaust Curriculum Mandate/Inclusive Curriculum Mandate/Asian American Pacific Islander - Unit 4 addresses culture and marriage/family life/divorce/roles of the family throughout the world. Customs about family life from various countries are compared. Statistics and customs about American culture are compared throughout the 19th century - today. <ul style="list-style-type: none"> ○ Key Terms and these are arranged marriage, forced marriage, child marriage ○ Loving vs Virginia, Obergefell vs Hodges • Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

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SOCIAL EMOTIONAL LEARNING CONNECTIONS

NJ SEL sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the impact of one's feelings and thoughts on one's own behavior

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

Social Awareness

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

Relationship Skills

- Develop, implement, and model effective problem-solving and critical thinking skills

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – Cited print and electronic sources

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Online Resources

- [Bureau, US Census. Census.gov, 3 Aug. 2022, https://www.census.gov/.](https://www.census.gov/)
- ["Home." BBC News, BBC, https://www.bbc.com/news.](https://www.bbc.com/news)
- ["Articles." The New York Times, The New York Times, 28 Aug. 2018, https://www.nytimes.com/.](https://www.nytimes.com/)
- ["Why Are So Many Indian Arranged Marriages Successful?" Psychology Today, Sussex Publishers, https://www.psychologytoday.com/us/blog/the-science-behind-behavior/201511/why-are-so-many-indian-arranged-marriages-successful.](https://www.psychologytoday.com/us/blog/the-science-behind-behavior/201511/why-are-so-many-indian-arranged-marriages-successful)
- ["Peace, Dignity and Equality on a Healthy Planet." United Nations, United Nations, https://www.un.org/en/.](https://www.un.org/en/)

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- [Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. https://www.nj.gov/education/standards/dei/.](https://www.nj.gov/education/standards/dei/)

Media

- [vice. "Bride Kidnapping in Kyrgyzstan." *YouTube*, YouTube, 19 June 2012, https://www.youtube.com/watch?v=DKAusMNTNnk&t=794s.](https://www.youtube.com/watch?v=DKAusMNTNnk&t=794s)
- [fyi. "Arranged: Full Episode - Happily Ever Arranged? \(Season 1, Episode 1\) | FYI." *YouTube*, YouTube, 2 Nov. 2019, https://www.youtube.com/watch?v=PjxQcxGbg0M.](https://www.youtube.com/watch?v=PjxQcxGbg0M)
- ["Watch Married at First Sight Full Episodes, Video & More." *Lifetime*, https://www.mylifetime.com/shows/married-at-first-sight.](https://www.mylifetime.com/shows/married-at-first-sight)
- [American Sociological Association, 31 Aug. 2022, https://www.asanet.org/.](https://www.asanet.org/)
- [Bureau, US Census. *Census.gov*, 3 Aug. 2022, https://www.census.gov/.](https://www.census.gov/)
- ["Category:Sociology." *Category:Sociology - WebRef.org*, http://www.webref.org/wiki/index.php?title=Category%3ASociology.](http://www.webref.org/wiki/index.php?title=Category%3ASociology)

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UNIT OF STUDY	Social Change, Social Movements and Social Issues in America
PACING	20 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● Why is “change” the only constant in our lives? ● Why does society decide to gather together and plan social movements? ● Why is it human nature to see problems and work to find their solutions? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Development occurs constantly at an alarming speed and needs to be managed. ● Social movements provide people with avenues for human improvement. ● It is a human need to identify new and better ways to live life individually and communally. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Identify problems and possible solutions for social issues in America. ● Demonstrate awareness and acceptance of all groups of people regardless of race, ethnicity, religion, sexuality, etc. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Jamboard of social issues and injustices and awareness of them
Formative	<ul style="list-style-type: none"> ● In Class Discussions ● Small Group Activities ● Using media sources to research social issues ● Graphic organizers
Summative	<ul style="list-style-type: none"> ● Problem Based differentiated assessment to demonstrate the impact of specific social problems and their proposed solutions
Benchmark	<ul style="list-style-type: none"> ● Problem Based differentiated assessment to demonstrate the impact of specific social problems and their proposed solutions
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)	
<i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights). 	

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- 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans' ability to participate in influencing governmental policies.
- 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human right.
- 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.
- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

English Language Arts

- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

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Course Title: Sociology CP

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

9.2-Career Awareness, Exploration, Preparation, and Training

- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4-Life Literacies & Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

CAREERS ASSOCIATED WITH THIS UNIT

- Sociologist, Anthropologist, Ethnologist, Museum Worker, Political Leader, International Studies

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Amistad Curriculum Mandate/Holocaust Curriculum Mandate/Inclusive Curriculum Mandate/Asian American Pacific Islander - Unit 5 discusses social problems that students are affected by. All standards for this category are addresses in the problem based assessment that allows for student choice.
 - Key Terms are social injustice
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

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- Recognize the impact of one’s feelings and thoughts on one’s own behavior

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds

Relationship Skills

- Identify the consequences associated with one’s actions in order to make constructive choices

Responsible Decision-Making

- Identify who, when, where, or how to seek help for oneself or others when needed

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Books

- [Drotz, Keeley Christine. *The Poisoning of Our Children: Fighting the Obesity Epidemic in America*. TGBG Nutrition Publishing, 2012.](#)
- [Ciment, James. *Social Issues in America: An Encyclopedia*. Sharpe, 2006.](#)
- [Oluo, Ijeoma. *So You Want to Talk about Race*. Seal Press, 2020.](#)

Online Resources

- [Bureau, US Census. *Census.gov*, 3 Aug. 2022, <https://www.census.gov/>.](#)
- [“Critical Media Project.” *Critical Media Project*, 10 Nov. 2021, <https://criticalmediaproject.org/>.](#)
- [“Race in America.” *National Geographic*, <https://www.nationalgeographic.com/history/topic/race-in-america>.](#)
- [“Immigration.” *C3 Teachers*, 11 June 2021, <http://www.c3teachers.org/inquiries/immigration-2/>.](#)

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- [“Home.” National Center for Civil and Human Rights, 8 Aug. 2022, https://www.civilandhumanrights.org/.](https://www.civilandhumanrights.org/)
- [“Race in America.” National Geographic, https://www.nationalgeographic.com/history/topic/race-in-america.](https://www.nationalgeographic.com/history/topic/race-in-america.)
- [“Frontline PBS | Official.” YouTube, YouTube, https://www.youtube.com/c/frontline.](https://www.youtube.com/c/frontline.)
- [Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. https://www.nj.gov/education/standards/dei/.](https://www.nj.gov/education/standards/dei/)
- [Education and Resources.” ADL, https://www.adl.org/education-and-resources.](https://www.adl.org/education-and-resources.)
- [American Sociological Association, 31 Aug. 2022, https://www.asanet.org/.](https://www.asanet.org/)
- [Bureau, US Census. Census.gov, 3 Aug. 2022, https://www.census.gov/.](https://www.census.gov/)

Media

- [HBO Documentary Films and RTM Productions presents ; directed & produced by Paul Saltzman ; produced by Patricia Aquino. Prom Night in Mississippi. \[Franklin, Tenn.\] :RTM Productions, 2009](https://www.hbo.com/documentary-films-and-rtm-productions/presents/directed-produced-by-paul-saltzman-produced-by-patricia-aquino-prom-night-in-mississippi-franklin-tenn-rtm-productions-2009)
- [13TH, Ava Duvernay, and Jason Moran. Kandoo Films.. USA, 201, Netflix](https://www.netflix.com/title/80014748)
- [“The Who We Are Project.” The Who We Are Project, https://thewhoweareproject.org/.](https://thewhoweareproject.org/)