2018 Unit C Culture

Content Area: **Social Studies**
Course(s): **Sociology**
Time Period: **November**
Length: **1**
Status: **Published**

Enduring Understandings

- Culture is made up of the material and nonmaterial products of human groups.
- A society is a group of interdependent people who share a common culture and feeling of unity.
- Society differs from culture, in that societies are made up of people and cultures are made up of products.
- All cultures share certain elements: technology, symbols, language, values, and norms.
- Cultures share certain features known as cultural universals.
- Variations exist between societies, but they also exist within societies.
- Among the core values of American society are work, individualism, morality and humanitarianism, personal achievement, and hard work.
- American values have changed over time, however.

Essential Questions

- What is material and nonmaterial culture?
- What accounts for cultural variations within and between cultures?
- How is culture transmitted?
- What are the core values of American society, and how do they shape American culture?
- How does cultural change occur?

Standards/Indicators/Student Learning Objectives (SLOs)

Students will understand that people of different cultures perceive things differently or play by different rules by playing a card game that features conflicting rules.

Students will examine symbols of American culture described from a different perspective.

Students will employ note-taking strategies during lectures, Sideshows, and videos.

Students will define key terms and identify the basic components of culture.

Students will apply vocabulary terms to the events in the movie "Taking Chase".

Students will examine the changes in American values when looking at the military by watching a brief video with Vietnam vets telling about thier return.

Students will identify cultural universals and variations.

Students will apply the three sociological perspectives to culture.

Students will identify American values and analyze the changes that have taken place since 1970.

Students will apply learning through the Material Culture Lab.

Students will analyze Cars Movie and identify elements of culture.

SOC.9-12.2	Social Structure: Culture, Institutions, and Society
SOC.9-12.2.1	Students will describe the components of culture.
SOC.9-12.2.1.1	Nonmaterial culture, including norms and values
SOC.9-12.2.1.2	Material culture
SOC.9-12.2.1.3	Subcultures
SOC.9-12.2.2	Students will analyze how culture influences individuals, including themselves.
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.2.2	Cultural relativity
SOC.9-12.2.2.3	Culture shock
SOC.9-12.2.2.4	American values

Lesson Titles

- What Is Culture? Definition and Components.
- Cultural Variation
- Barnga
- Nacirema
- The American Value System.
- Slide Show Presentation with Notes
- Taking Chase - Miltitary culture (material & non-material)
- Crash Course Video with Notes
- National Geographic video:Lizard Man
- Lab: Applying What You've Learned: Analyzing Material Culture HMH
- Cars Movie

- SOC.9-12.2.1 Students will describe the components of culture.
- 0x   SOC.9-12.2   Social Structure: Culture, Institutions, and Society
- SOC.9-12.2.1.1   Nonmaterial culture, including norms and values

21st Century Skills and Career Ready Practices:

- Civic Literacy
- Critical Thinking and Problem Solving
- Communication
- Collaboration

- Creativity and Innovation

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

- ELA
- Social Studies
- Psychology
- Technology
- SEL

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.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.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.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.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SCI.9-12.DL.1.6.3	Describe identity formation
SCI.9-12.DL.1.6.4	Discuss the role of family and peers in adolescent development
SCI.9-12.SC.1.2.2	Describe effects of others' presence on individuals' behavior
SCI.9-12.SC.1.2.3	Describe how group dynamics influence behavior
SCI.9-12.SC.1.2.4	Discuss how an individual influences group behavior
SCI.9-12.SC.2.1.3	Discuss the relationship between culture and conceptions of self and identity
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others

SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

Students will play a card game that features conflicting rules. (Understanding/Applying)

Students will examine symbols of American culture described from a different perspective. (Applying).

Students will employ note-taking strategies during lectures, Sideshows, and videos (Remembering)

Students will define key terms and identify the basic components of culture. (Remembering)

Students will apply vocabulary terms to the events in the movie "Taking Chase" (Applying)

Students will examine the changes in American values when looking at the military by watching a brief video with Vietnam vets telling about thier return. (Analyzing)

Students will identify cultural universals and variations. (Understanding)

Students will apply the three sociological perspectives to culture. (Applying)

Students will identify American values and analyze the changes that have taken place since 1970. (Analyzing)

Students will research and create a visual representation comparing American culture to another culture or subculture. (Creating)

Students will apply learning through the Material Culture Lab. (Analyzing/Applying)

Students will analyze Cars Movie and identify elements of culture. (Analyzing/Applying)

Delsea One

SWAG

Modifications

Formative Assessment

Warm-up:

- What does it mean? Definitions
- Define, Explain, Ask Questions About Unit Topics
- How did you feel during the Barnga game?
- Do Now journal- list three things that you remember from yesterday and two things you need clarifying or reviewed.
- Take the Lead after reading one section of the following article, be prepared to discuss ethnocentricity https://www.buzzle.com/articles/10examples-of-ethnocentrism-to-help-you-understand-it-better.html
- Before, During, and After
- The Topic Makes Me Think...
- Post it notes
- Questions from Yesterday

Anticipatory Set

- Urinal Game - http://urinalman.com/
- View -Top 10 American Customs That May Be Offensive In Other Countries and discuss
- Strange customs from around the world https://garfors.com/2016/12/25-strange-customs-and-traditions-html/ and https://www.youtube.com/watch?v=YlsWtHx1L9s&vl=en
- https://www.youtube.com/watch?v=antnSXwrBnM
- https://www.youtube.com/watch?v=bdeFdFEbuqk Sellick in Japan
- Discussions
- Predict
- The A to Z game
- Three words you associate with the new topic

Closure:

- **D**o Now Journal, define material and non-material culture. Give at least two examples of each.
- Exit Tickets
- Whip Around - What are some norms at DHS? Which are folkways, mores, taboos, or laws?
- Quick Doodles
- I Care Why?
- Journal Entry - How and why is one's opinion of subculture and counterculture influenced by ethnocentrism and multiculturalism.
- Five W's
- Classroom Post
- Post-it Notes
- Questions for Tomorrow
- Pair-Share-Out-the-Door

- Three Minute Essay
- Reflective journal entries
- Discussions
- Observation
- Stand and Tell

Summative Assessment

- Projects - Culture Comparisons
-   https://docs.google.com/document/d/1bPFDx5h6JVNLC10POYiz94l8afgJuhhuoR5OkKhDLWo/edit?usp=sharing
-   https://docs.google.com/document/d/1JEx4zohvS4hUC8Kl7FE2uHB9zT3Ujih2gno_5La3t_U/edit?usp=sharing
-   https://docs.google.com/document/d/12c89f-wtXfL8clPaaJRzd8O3kw_OKi26dv20aGf50PM/edit?usp=sharing
- Presentations
- Quizzes Vocabulary
- Essays
- Journals

MPA 1 - https://forms.gle/XzDtwNXgGiCs7rv9A

Benchmark (Assessments):

Skills-based assessment
Reading responses
Writing responses

Alternative Assessment(s):

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Resources & Materials

- Kris Elam Culture worksheet
- View -Top 10 American Customs That May Be Offensive In Other Countries and discuss
- Strange customs from around the world
- https://www.youtube.com/watch?v=antnSXwrBnM
- https://www.youtube.com/watch?v=bdeFdFEbuqk Sellick in Japan
- Take the Lead after reading one section of the following article, be prepared to discuss ethnocentricity
- Symbols, Values & Norms: Crash Course Sociology #10
- Cultures, Subcultures, and Countercultures: Crash Course Sociology
- National Geographic Lizard Man
- Chromebooks
- Internet
- http://www.rhymezone.com/ Rhyming website
- Google Classroom
- Pinterest
- Google Keep
- Google Trends
- Twitter
- Piktochart
- Powtoon
- http://delsearegional.flipsnackedu.com/my-flipbooks/
- Podcasts
- Aurasma
- Creative Commons
- ClassDojo
- Kahn Academy
- TedTalks
- Padlet
- Classifyit
- Thinklink
- HMH Sociology Textbook
- Research topics in Sociology
- Introduction to Sociology Online
- (Macionis) Sociology Book
- Sociology: A Down-to-Earth Approach (Henslin) Online
- Down to Earth Sociology: Introductory Readings (Henslin)
- You May Ask Yourself (Dalton Conley)
- Sociological Cinema