Unit 3: Culture

Content Area: **Social Studies**
Course(s): **Sociology**
Time Period: **Semester 1 & 2**
Length: **2 weeks**
Status: **Published**

Standards

	Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).
6.2.12.EconET.3.b	Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
	Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
	Civics, Government, and Human Rights: Participation and Deliberation
	Civic participation and deliberation are essential characteristics of productive citizenship.
6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
	Civics, Government, and Human Rights: Human and Civil Rights
	Governments around the world support universal human rights to varying degrees.
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
	Geography, People, and the Environment: Global Interconnections
	Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

Enduring Understandings

Identify the organization of society into groups and the theories about the formation of these groups.

Identify the process individuals go through to learn about culture and the theories about this process.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

What different types of societies have existed throughout sociocultural evolution and which ones seem to be the most reasonable in your mind?

Does nature or nurture have more of an influence in socialization?

What role does the family play in socialization?

Identify some of the "unintended" functions of schooling In what ways does the media contribute to socialization?

How do prestige and power influence status?

How does a role influence behavior?

How do we use the social construction of reality to change ourselves for different situations?

Knowledge and Skills

Student can identify the organization of society into groups and the theories about the formation of these groups and explain it to others. Discussion on intersectionality in relation to gender, sexual orientation, race, ethnicity, disabilities, religion, interests, culture - includes Marxism, Durkheim, the role of nature and nurture.

Student can identify the process individuals go through to learn about culture and the theories about this process and explain it to others.

Student can identify the impact of roles on social interaction and explain it to others

Student can identify the function of groups within society and their impact on individual behavior and explain it to others.

Family influences on roles.

How roles influence behavior.

Primary vs. secondary groups and how they impact individuals

Formal vs. informal societal groups.

Transfer Goals

Students will be able to independently link change in culture with various issues, including technology, political and social evolution.

Students will be able to independently assess the essential nature of culture as a critical provider of information to allow society to survive and communicate with each other

Resources

Sociology in Our World 6th edition: textbook

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

The Society Pages: Sociology Toolbox

https://thesocietypages.org/toolbox/teaching_sociology/

American Sociology Association

https://www.asanet.org/teaching-learning/resources-high-school-sociology

Teaching High School Sociology

http://teachinghighschoolsociology.blogspot.com/#sthash.DaKVtkUb.dpbs

Revise Sociology

https://revisesociology.com/good-sociology-sites/

Sociology Central:

http://www.sociology.org.uk/rload.htm

Video Resources:

http://sociologythroughdocumentaryfilm.pbworks.com/w/page/17194965/FrontPage

https://freedomtoteach.collins.co.uk/influential-inspirational-films-sociology-students/

Additional Online Resources:

https://www.albert.io/

https://newsela.com/

https://guides.jstor.org/sociology

Pew Research Center

Upfront Scholastic Magazine

Simply Psychology

Ed Puzzle

Ted Talks

Openstax

Nearpod

Kahoot

Stanford Education Group

Washington Post

Foreign Policy Magazine

The Guardian

New York Times

Pew Research Center

Upfront Scholastic Magazine

Simply Psychology

Ed Puzzle

Ted Talks

Openstax

Nearpod

Kahoot

Stanford Education Group

News publications, including but not limited to NYTimes, Washington Post.

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Modifications for Text levels/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

AI - Gemini, Magicschoolai, Copilot etc.

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit