2. Culture and Social Structures

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **4 weeks**
Length: **4 weeks**
Status: **Published**

Unit Overview

This unit of the Sociology introduces students to concept of culture, socialization, social structure, social groups, and social control.   It will address how the creation of culture and learning how to become a functioning member of society is a fundamental human ability that is observed in all groups worldwide.

This curriculum is divided into 5 units, allowing the teachers to design their course in an effort to highlight each of the 5 core domains. This will allow students to be exposed to a diverse selection of sociological concepts without sacrificing any key components of sociology.

Transfer

Students will be able to independently use their learning to...

Culture:

1. Determine whether they shape their culture or their culture shapes them.

Socialization:

2. Analyze whether they are the same the person, no matter where they are or who's around.

Social Interaction and Social Structure:

3. Explain how almost everyone conforms to a cultural social structure that shapes their roles, status, social interaction, communication, and governs their relationships.

Social Groups, Organizations, and Institutions:

4. Determine why humans need groups and organizations to live and participate in a society.

Deviance and Conformity:

5. Recognize and discuss that all people violate society's rules and investigate institutional attempts to control and change rule-breaking behavior.

Meaning

Understandings
Students will understand....

Culture:

1. Characteristics and elements of culture

2. Cultural diversity

Socialization:

3. Theories of socialization

Social Interaction and Social Structure:

4. The building blocks of social organization

Social Groups, Organizations, and Social Institutions

5. Social differentiation

Deviance and Conformity

6. Sociological definitions of deviance with its costs and benefits

7. Crime measurement

8. The criminl justice system

Essential Questions

Students will keep considering...

Culture:

1. What is the basis of culture and its essential components?

2. What is cultural diversity and similarity and why they exist?

Socialization

3. Why is socialization so important?

4. How does the self develop from socialization?

5. What are the processes of socialization?

Social Interaction and Social Structure

6. What is social structure and what part do roles play in it?

7. What are the different types of status?

Social Groups, Organizations, and Social Institution

8. How are groups classified?

9. What is the nature of formal organizations?

Deviance and Conformity

16. What is deviance and how is it relative?

17. What is the purpose of social control?

18. What are the costs and benefits to deviance?

19. What effect does punishment have in reducing crime?

Application of Knowledge and Skill

Students will know...
Students will know...

Culture:

1. The essential components of culture

Socialization:

2. The definition of socialization

3. The role socialization plays in human development

Social Interaction and Social Structure:

4. The definition of social structure

Social Groups, Organizations, and Social Institutions:

5. What constitutes a social group

Deviance and Conformity:

6. The definition of deviance and various examples

12. The definition of social control and its major types

14. How crime is measured

Students will be skilled at...

Culture:

1. Evaluating how various components of culture are related

2. Evaluating how ethnocentrism and diversity is both promoted and discouraged within a society

Socialization:

4. Identifying and analyzing the different types of processes and agents of socialization

Social Interaction and Social Structure

5. Analyzing how statuses and roles are related to social structure

Social Groups, Organizations, and Social Institutions

6. Comparing and contrasting the different types of groups

Deviance and Conformity

7. Investigate the positive and negative consequences to deviance

8. Evaluating the advantages and disadvantages to different approaches to crime control

Academic Vocabulary

Recommended vocabulary. May vary depending on student ability.

Culture:

Culture

Society

Language

Values

Norms

Sanctions

Ethnocentrism

Socialization

Socialization

self

role taking

agents of socialization

total institutions

Social Interaction and Social Structure

social interaction

social structure

status

role

Social Groups, Organizations, and Social Institutions

social group

primary group

secondary group

reference group

formal organization

social institution

Deviance and Conformity

deviance

stigma

crime

social control

criminal justice system

Learning Goal 1

Analyze the role culture plays in shaping people.

- Analyze the role culture plays in shaping people.

SOC.9-12.6.2.12	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SOC.9-12.6.3.12	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.9-12.6.3.12.1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.9-12.6.3.12.2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.9-12.6.3.12.3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.9-12.6.3.12.4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.9-12.6.3.12.5	Communicate through rational and persuasive written and oral arguments to present

	solutions to controversial issues.
SOC.9-12.6.3.12.6	Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
SOC.9-12.6.3.12.7	Take actions that result in a more just and equitable society.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.
WORK.9-12.9.1.12.F.6	Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.

Target 1

Name the essential components of culture.

- Name the essential components of culture.

Target 2

Explain how ethnocentrism and diversity is both promoted and discouraged in society.

- Explain how ethnocentrism and diversity is both promoted and discouraged in society.

Learning Goal 2

Evaluate how socialization occurs throughout our lives.

- Evaluate how socialization occurs throughout our lives.

SOC.9-12.6.1.12	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.9-12.6.2.12	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SOC.9-12.6.3.12	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.9-12.6.3.12.1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.9-12.6.3.12.2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.9-12.6.3.12.3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.9-12.6.3.12.4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.9-12.6.3.12.5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
SOC.9-12.6.3.12.6	Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
SOC.9-12.6.3.12.7	Take actions that result in a more just and equitable society.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.

TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.

Target 1

Discuss the role socialization plays in human development.

- Discuss the role socialization plays in human development.

Target 2

Analyze the role of the family, school, peer group, and media in socializing young people.

- Analyze the role of the family, school, peer group, and media in socializing young people.

Learning Goal 3

Evaluate the impact of social control on group organization and social structure.

- Evaluate the impact of social control on group organization and social structure.

SOC.9-12.6.1.12	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.9-12.6.2.12	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SOC.9-12.6.3.12	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.9-12.6.3.12.1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.9-12.6.3.12.2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.9-12.6.3.12.3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.9-12.6.3.12.4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.9-12.6.3.12.5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
SOC.9-12.6.3.12.6	Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
SOC.9-12.6.3.12.7	Take actions that result in a more just and equitable society.

TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.

Target 1

Explain social structure and discuss how roles and statuses are related to it

- Explain social structure and discuss how roles and statuses are related to it

Target 2

Define the concepts of groups and social categories in order to compare and contrast the different categories of groups

- Define the concepts of groups and social categories in order to compare and contrast the different categories of groups

Target 3

Compare and contrast the consequences to deviance and social control

- Compare and contrast the consequences to deviance and social control

Summative Assessment

All assessments are differentiated and aligned to the social studies standards and curriculum. Alternate

assessments may include, but not be limited to problem based learning, projects, common assessments, and other activities. Common summative assessments will be devised by core content teachers and must include benchmark assessments.

21st Century Life and Careers

WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
WORK.9-12.9.1.12.1	Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
WORK.9-12.9.1.12.1	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
WORK.9-12.9.1.12.2	Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross-cultural teams in face-to-face and virtual environments.
WORK.9-12.9.1.12.2	Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
WORK.9-12.9.1.12.2	Ethical behaviors support human rights and dignity in all aspects of life.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
WORK.9-12.9.1.12.B.2	Create and respond to a feedback loop when problem solving.
WORK.9-12.9.1.12.B.3	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
WORK.9-12.9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
WORK.9-12.9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
WORK.9-12.9.1.12.D.2	Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
WORK.9-12.9.1.12.D.3	Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
WORK.9-12.9.1.12.E.1	Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
WORK.9-12.9.1.12.E.2	Generate digital media campaigns in support of or opposing a current political, social, or economic issue.
WORK.9-12.9.1.12.F.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
WORK.9-12.9.1.12.F.5	Formulate an opinion regarding a current workplace or societal/ethical issue based on research.

WORK.9-12.9.1.12.F.6	Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.

Formative Assessment and Performance Opportunities

Accommodations/Modifications

Differentiation: 504 accommodations and IEP modifications are met as required

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers

- Chunked Readings

- RAFT Activites (Role, Audience, Format, Topic)

- Layered Curriculum/Tiered Assignments

- Academic Games to practice skills and deepen understanding of topics

- Think-Pair-Share Activities

- Stations and Learning Centers

- Utilizing Pre-tests to reteach complex content before summative assessment

- Providing additional resources for indpendent study (videos, study guides, teacher notes, web-based resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

- Compare and Contrast Foldable

- Online Practice Game

- Graphic Organizer

- Perspectives Journal Writing

- Timelines

- Debate

- Play Re-Enactment and Song Analysis

- Research Activity http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html

Online Resources:

Text to Speech: Natural Readers - https://www.naturalreaders.com/

Content Vocabulary: Academic Word Finder - http://achievethecore.org/academic-word-finder/

Ref's	Description
0x	• student choice research projects
0x	• guided notes
0x	• leveled readings
0x	• modified assessments
0x	• modified assignments
0x	• task-based assessments
0x	• test corrections

Unit Resources

May include, but not be limited to:

Sociology Textbook

Online websites and resources

DVD's

Social Studies Databases

Student Response Systems

Projector/Speaker Systems

Primary Source Documents

Document Cameras

Online Portfolios

Teacher Resource Kit

Interdisciplinary Connections