

# Unit 1: Culture & Social Structure

Content Area: **Template**  
Course(s):  
Time Period:  
Length:  
Status: **Published**

## State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
History and Contributions of Asian Americans and Pacific Islanders	A board of education shall include instruction on the history and contribution of Asian Americans and Pacific Islanders in an Appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implantation of the New Jersey Student Learning Standards in Social Studies.

## Unit 1: Culture & Social Structure

### Learning Objectives

- Analyze how these two components of social structure affect human interaction.
- Define the meaning of the term culture and explain how material culture and nonmaterial culture differ.
- Describe cultural universals and explain why they exist.
- Describe new values that have developed in the United States since the 1970s.
- Describe the differences between positive and negative sanctions and between formal and informal sanctions.
- Describe the factors that lead people to resist social change.
- Distinguish between types of interactions that stabilize social structure and those that can disrupt it.
- Explain how bureaucracies are structured and their effectiveness.
- Explain the roles individuals play in these models of group systems.
- Explain what the terms ethnocentrism and cultural relativism mean.
- Identify and describe the basic components of culture.
- Identify and describe the main sources of social change.
- Identify and describe the two major components of social structure.
- Identify and describe the types of societies that exist in the world today.
- Identify factors that account for variations among and within cultures.

- Identify how the norms of society are enforced.
- Identify the basic values that form the foundation of American culture.
- Identify the most common types of social interaction.
- Identify the purposes that groups fulfill.
- Summarize the major features of primary and secondary groups.

## Standards

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SOC.6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
SOC.6.3.12.GeoGI.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
SOC.6.3.12.HistorySE.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).

## Instructional Tasks/Activities

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- Create a thematic flowchart that outlines the sources of and resistance to social change.
- Create an illustrated pamphlet on the effect of global communication technology on cultural universals.
- Research the influence of immigrant (including Asians and Pacific Islanders) and Native American groups on American culture.
- Student groups will develop a propaganda campaign to urge fellow students to uphold one or more of the core American values.
- Students groups will develop, administer, and analyze surveys of what the community considers to be the core values of American society.
- Students will attend or watch three different types of sporting events, take notes on the behavior of the spectators and the athletes, and create a table of the observations.
- Students will begin by defining all key terms.
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- Students will complete a practice quiz.
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- Students will complete a practice quiz.
- Students will complete a teacher made test titled "Cultural Conformity and Adaptation."
- Students will complete a teacher made test titled "Cultural Diversity."
- Students will complete a teacher made test titled "Social Structure."

- Students will complete a teacher made test titled “The Sociological Point of View.”
- Students will complete the section reviews which include identifying key terms and people and answering questions covering key concepts.
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- Students will conduct a survey of five relatives to find out what each person thinks are some of the most pressing problems facing society today and then report the results to the class.
- Students will conduct research to find a n Asain or Pacific Islander cultural practice or belief that they find odd or unfamiliar and then use cultural relativism to write a short paper analyzing the practice or belief
- Students will create a flowchart of a bureaucratic system and write a summary of its effectiveness.
- Students will create a power point on an historical sociologist either from one covered in the text book or one of their own research.
- Students will create a web page on cultural universals and the material and nonmaterial aspects of a community’s culture.
- Students will use provided Internet links to conduct research on different types of societies and then write a short compare/contrast paper on two of them.
- Students will use provided internet links to conduct research on how sociology relates to other disciplines.
- Students will use provided Internet links to conduct research on the use of mediation and arbitration to resolve conflicts in the workplace.
- Students will use provided Internet links to conduct research on the ways in which norms can be enforced through social control.
- Students will use provided Internet links to research American values and then create a pamphlet evaluating how these values influence the attitudes, behaviors, and perceptions of persons and groups.
- Students will work in groups of two or three to collect photographs from magazines and newspapers and create a photo essay contrasting achieved and ascribed statuses.
- Students will work in pairs or small groups to review current- affairs magazines and newspapers for one week and note the symbols of American culture in them.
- Students will write journal entries on daily life in the six types of societies discussed in this chapter.

## **Assessment Procedure**

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- class discussions
- class projects including essays and power points
- Classroom Total Participation Technique
- Classwork
- classwork/homework
- Daily journals
- DBQ

- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- teacher observation
- Test
- tests/quizzes
- Worksheet

## **Recommended Technology Activities**

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- Chromebook
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating

- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Resources**

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- Other Internet sites provided by the teacher and text book
- Power Point
- Sociology: The Study of Human Relationships
- Teacher made handouts
- Word
- [www.go.hrw.com](http://www.go.hrw.com)