

Unit 01: Culture and Social Structure

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 1

Unit Title:	Culture and Social Structure Students will be introduced to the topic of Sociology and understand how it aligns to the other social sciences. They will study cultural diversity and examine how the media as well as businesses/ advertisements shape our own values and norms.
Suggested Duration:	4 weeks

Interdisciplinary Connections

Interdisciplinary Connections
Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
Math Practices: https://www.nj.gov/education/standards/math/Index.shtml
Science Practices: https://www.nj.gov/education/standards/science/Index.shtml
Find and paste appropriate <u>Companion Standards</u> or <u>Practices</u> here.

Writing & Literature – Interpretation and analysis of primary source documents, literature and poetry as part of gaining historical understanding.

Public Speaking – Participation in debates and expert learner presentations

Psychology, Anthropology, Economics, Political Science, History

Technology Integration

Technology Integration

Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

Chromebooks, Google Classroom, Various YouTube Clips, Google Apps for Education.

Standard(s) Addressed

1.1 Students will identify sociology as a scientific field of inquiry.

1.2 Students will compare and contrast the sociological perspective and how it differs from other social sciences.

1.3 Students will evaluate the strengths and weaknesses of the major methods of sociological research.

1.4 Students will identify, differentiate among, and apply a variety of sociological theories.

2.1 Students will describe the components of culture.

2.2 Students will analyze how culture influences individuals, including themselves.

2.4 Students will assess how social institutions and cultures change and evolve

STAGE I Desired Results

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Objective (Transfer)

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

- View the world from a sociological perspective which enables sociologists to see beyond commonly held beliefs to the hidden meanings behind human actions.
- Examine how culture is made up of many shared products which change over time.
- Analyze how social structure is a network of interrelated statuses and roles that guides human interaction.

Mastery

Big Ideas/Enduring Understanding

Students will understand that...

- The social sciences are disciplines that study human social behavior or institutions and functions of human society in a scientific manner.
- Sociology is the social science that studies human society and social behavior.

Essential Questions

- How and why do cultures create universal values and customs?
- How can a sociological perspective help you understand human actions?

Acquisition

Students will know . . .

Sociological Perspective

Social structure

Sociological paradigm

Contributions of sociologists

Key sociologists

Social studies disciplines

Global perspective

Culture and key aspects of Culture

Roles in Society

Students will be skilled at . . .

Analyzing how historical events shape the modern world and our sociological perspective

Formulating questions and hypotheses from multiple perspectives using multiple sources

Gathering, analyzing and reconciling information from primary and secondary sources to support or reject hypotheses

Using critical thinking skills to interpret events, recognize bias, point of view and social context.

Comparing and contrasting interpretations of sociological issues

Practices	Assessments
Chapter 1 Section 1 Vocab Terms Nacirema Culture Analysis How Mass Media affects our culture	Culture of a country assessment
Modifications	
How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment). All courses follow a balanced assessment system with Practice and Assessments.	

For Culture of a Country assessment a student that needs it may be given a shortened version of the assignment where instead of 15 slides it is a smaller amount. Another modification may be shortened text required on each slide, less sources needed to be cited.

Text Compactor and similar apps to abbreviate DBQs, Definitions provided, Rephrasing for clarification, Provision of verbal assessments, fewer answer choices (multiple choice), fewer test items.

STAGE III Learning Plan

STAGE III Learning Plan
<p>Organize plan by weeks</p> <p>WEEK ONE</p> <ul style="list-style-type: none"> • Students will examine the idea of what it means to have a Global Perspective and will be introduced to the study of the Social Sciences. <p>WEEK TWO</p> <ul style="list-style-type: none"> • Students will analyze different aspects of what makes up cultures around the world. <p>WEEK THREE</p> <ul style="list-style-type: none"> • Students will discuss how cultures of a country impact globalization. <p>WEEK FOUR</p> <ul style="list-style-type: none"> • Students will work on completing and presenting their Country Culture Assessment.
Modifications
How are the activities modified/differentiated? (i.e.: abridged text)

- “Text Compactor” and similar apps in order to create abridged text.
- Format modification, enlarged text, color coding, provision of definitions and text clarification.

Specific Resources for Unit

Specific Resources for Unit
Attached Affirmative Action Compliance Checklist

- *Sociology: The Study of Human Relationships*: Holt McDougal 2010
- [“Body Ritual Among the Nacirema”](#) by Horace Miner
- [Dove Soap Self Esteem campaign video](#)
- [The Miley Effect- How celebrities shape our kids values](#)

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion
Provide a brief description of how this unit addresses DE&I.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate

effectively.

WRK.K-12.P.9

Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	