

# 02\_Sociology CP: Culture

Content Area: **Social Studies**  
Course(s):  
Time Period: **Semester**  
Length: **3 weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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This course focuses on the dynamics of social development and change in terms of the geographic, biological, cultural, and environmental forces that act on the individual and the group. Within this context, students will explore customs, traditions, and the roles of various social systems that impact group life. Students will learn the basic principles, concepts, and research findings in sociology and will become acquainted with sociological research methods and procedures by conducting various research exercises. Students will be presented with opportunities to discuss current topics, events, real life experiences, and applications of sociological theories and research. Furthermore, students will learn the organizational and study skills important to succeed in college courses, as well as develop their oral and written communication skills as they write and present research findings. Students will also be exposed to exercises, demonstrations, and video presentations designed or selected especially for this course.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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According to the American Sociology Association's National Standards For High School Sociology (2015):

### **Domain 2: Social Structure: Culture, Institutions, and Society**

- This domain introduces students to the core concepts that sociologists use to explain human social behavior, including how sociologists use culture and social structure to view the social world. Students will learn how to deconstruct and evaluate culture and social structure through social institutions, individual roles and statuses, and the process of change, considering multiple levels of analysis—global, societal, local and individual. Students will also examine both culture and structure as human creations that carry on from generation to generation.

### **Enduring Understanding(s):**

- Students will understand that sociologists use core concepts to explain human social behavior, including how sociologists use culture and social structure to view the social

world.

- Students will understand how to deconstruct and evaluate culture and social structure through social institutions, individual roles and statuses, and the process of change, considering multiple levels of analysis—global, societal, local and individual.
- Students will also examine both culture and structure as human creations that carry on from generation to generation.

### Essential Question(s):

- How is culture used to view the social world?
- How does culture vary between the generations?

## CONTENT AREA STANDARDS

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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
SOC.9-12.2.4.1	Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age
SOC.9-12.2.4.2	Countercultures
SOC.9-12.2.4.3	Social movements

## RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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CS.K-12.7.a	Select, organize, and interpret large data sets from multiple sources to support a claim.
CS.K-12.7.b	Describe, justify, and document computational and/or design processes and solutions using appropriate terminology consistent with the intended audience and purpose.
CS.K-12.7.c	Articulate ideas responsibly by observing intellectual property rights and giving appropriate attribution.
LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights

	gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.8	Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.
	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
	Media have embedded values and points of view.

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## STUDENT LEARNING TARGETS

## **Declarative Knowledge**

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### **Students will know:**

- Components of culture such as non-material culture, norms, values, material culture, and subcultures.
- Individuals are impacted by cultural influences including the concepts of ethnocentrism, cultural relativity, culture shock, and American values.
- Social institutions and cultures change and evolve including countercultures.
- Shifting historical context such as: the industrial revolution, urbanization, globalization, and the internet age.

## **Procedural Knowledge**

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### **Students will be able to:**

- Describe the components of culture.
- Analyze how culture influences individuals, including themselves.
- Assess how social institutions and cultures change and evolve.

## **EVIDENCE OF LEARNING**

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### Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

### Benchmark:

## **Formative Assessments**

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### **For this unit, formative assessments can/will include:**

- Students will self-assess their body image by completing a survey.
- Discuss symbols and cultural cues that exist within the US and compare them to other ones that exist in other countries.
- Students will individually type in short phrases or words that resonated after reading the Nacirema and insert them into the class Wordle to reflect on the class ideas as a prewriting activity.
- Students will read case studies and write reaction essays or answer higher and lower level questions about the Nacirema, How Rude Manners in America, Battling Childhood Obesity, The Dirty English, and The Do's and Taboos of Body Language Around the World.
- Students will observe the films, "Supersize Me" and "Taboos in America", and record their personal reactions on what they have learned in a learning log followed by a discussion that will require students to assess their learning using hand signals.

### **Alternative:**

- Students will make judgements regarding personal space based on culture by simulating an entrance into an elevator using a taped off area on the floor. The teacher will ask one student at a time to enter the elevator and display where they would feel comfortable standing. Throughout the simulation, students will use hand signals to answer questions.
- Students will receive a list of items or procedures that can change a body image and will have to choose which ones they have or would engage in. A class discussion will follow.

## **Summative Assessments**

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### **For this unit, summative assessments can/will include:**

- Students will complete an introductory teacher created quiz.
- Students will watch the film, "Elf," and will have to find examples of the cultural terms. The students will write their findings in an essay.
- Students will formulate a plan in writing that will be presented to decrease the obesity rates in the US and will have to support their predictions.

- Students will demonstrate their knowledge of the unit by passing a teacher generated test.
- Students will observe, "Dying To Be Thin" and take notes on concepts that demonstrate the growing problem of body image in American society (formative). Afterwards, the information will be used to write a reflection paper about body image in American culture.
- Presentations from expert learning groups where students choose to write about universals which is a value, norm, or other cultural trait that is found in every group. Although there are universal human activities for example, singing, playing games, story- telling, preparing food, marrying, child rearing, burials, they are not conducted the same way across all cultures. The students will create a plan of action to break the cultural boundaries, or a campaign to educate people about the differences between cultures.
- *Trekkies* exit tickets for fans and fanatics.

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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### **Resources Include:**

#### **Core:**

- Schaefer, Richard T. Sociology 13th ed. McGraw-Hill Companies, Inc. New York: New York, 2011. Chapter 3.
- Elf movie. 2003.
- Supersize Me. Film
- Dying to Be Thin. Film- available in the high school library
- "How Rude Manners in America" and "Battling Childhood Obesity: Recommendations" case study worksheets. - available on department shared drive
- Menen, Aubrey, "My Grandmother and the Dirty English," *Dead Men in the Silver Market*, (Westport: Greenwood Press, 1953) pp. 26-28, 32-33. - available on department shared drive
- Axtell, Roger E. *The Do's and Taboos of Body Language Around the World*, (New York: John Wiley and Sons, Inc., 1991), pp.7-10.
- Minor, Horace. "Body Ritual among the Nacirema." Reproduced by permission of the American Anthropological Association from *The American Anthropologist*, vol. 58 (1956), pp. 503-507. - available on department shared drive
- Film Clip- 20/20 Taboos in America

#### **Supplemental:**

- *Trekkies* documentary
- [www.padlet.com](http://www.padlet.com) – for students to submit researched facts to share with the class.

- Classroom LMS

## **INTERDISCIPLINARY CONNECTIONS**

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### **English/Language Arts**

- Information Writing
- Narrative Writing

### **Math**

- Data collection/analysis

### **Science**

- Environmental Literacy

### **Science & Health**

- Social Emotional Learning

### **Technology/Multimedia**

- Video case studies
- Researching based writing
- Educational tech applications

### **Career Readiness**

- Use technology to enhance productivity.
- Employ valid and reliable research strategies.
- Work productively in teams while using cultural global competence.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.