

04_Sociology CP: Social Structure

Content Area: **Social Studies**
Course(s):
Time Period: **Semester**
Length: **1 week**
Status: **Published**

General Overview, Course Description or Course Philosophy

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

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.

Essential Question(s):

- What affects social structure?

- How does social structure impact society?

Enduring Understanding(s):

- Students will understand what sociologists use to explain human social behavior, including how they 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.

CONTENT AREA STANDARDS

SOC.9-12.2.3	Students will evaluate important social institutions and how they respond to social needs.
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4	Students will assess how social institutions and cultures change and evolve.
SOC.9-12.2.4.1	Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age
SOC.9-12.2.4.3	Social movements

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

	Key Ideas and Details
	Craft and Structure
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.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
	Range of Reading and Level of Text Complexity
	Key Ideas and Details
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.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.11-12.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.WHST.11-12.2.D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LA.WHST.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CS.K-12.2	Collaborating Around Computing and Design
CS.K-12.7	Communicating About Computing and Design
CS.K-12.7.a	Select, organize, and interpret large data sets from multiple sources to support a claim.
CS.K-12.7.c	Articulate ideas responsibly by observing intellectual property rights and giving appropriate attribution.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.3	Consider the environmental, social and economic impacts of decisions.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will know:

- Components of social structure such as social statuses and roles.
- Social institutions and cultures change and evolve including social movements.
- Shifting historical context such as: the industrial revolution, urbanization, globalization, and the internet age.

Procedural Knowledge

Students will be able to:

- Evaluate important social institutions and how they respond to social needs.
- Assess how social institutions and cultures change and evolve.

EVIDENCE OF LEARNING

Alternative:

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

Benchmark:

Standards based through Pear Assessment

Formative Assessments

For this unit, formative assessments can/will include:

- Students will read *Animal Farm* in small groups and complete self-generated two-column notes.
- Read and complete the case studies: *The People That Time Forgot* and *American Karoshi*.
- Optional: Literature circles- *Animal Farm* –Students will read chapters 1 and 2 as a group from *Animal Farm* and take notes. At the end of class, students will write in a learning log. Literature Circles- Students will read chapters 3, 4, 5, 6, and 7 in the book *Animal Farm* in expert groups. The groups will break the information down into a skit, video, photo montage, or create a song to summarize the chapters. Since only a few chapters are left in the book, the other 2 groups are going to research and present the symbolism in the book.
- *Overworked American*- Students will take turns reading with a partner and then the reader will be quizzed by the listener to summarize the paragraph that was just read aloud. After each paragraph, students will alternate roles. Afterwards, there will be a class discussion on the information.
- Review Challenge Crossword: Each student will complete a crossword puzzle with Social Structure terms. In partners, students have to complete the activity without looking at their notes to evaluate the information retained in the past week.
- Observe *ESPN films*- *Magic Johnson: The Announcement* and deduce five examples of

social structure.

- Synthesize the AIDS epidemic.
- Observe concepts of social structure throughout different time periods and create a chart to compare and contrast the different periods across different times in the United States and other areas (i.e. view a segment of *Downton Abbey* to show the differences between the aristocracy and the working class citizens before World War I compared to post-World War I).

Alternative:

- Optional: Film Clip- *Animal Farm* – Students will observe what happens when the social structure in society affects decisions of individuals and the government. They will note examples of social structure from the movie and write an essay based on their findings.

Summative Assessments

For this unit, summative assessments can/will include:

- Students will complete an introductory teacher created quiz.
- Write a reflection essay of *ESPN films- Magic Johnson: The Announcement* that includes five examples of social structure and a synthesis.
- Optional; Students will present selected chapters of *Animal Farm* in expert groups to the class using one of the following methods: Song, photo montage, or a skit. The presentation will be graded using a rubric.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources Include:

Core:

- Orwell, George. *Animal Farm*.
- *ESPN films- Magic Johnson: The Announcement*
- Ryan White interview
- Raffaele, Paul. "The People That Time Forgot." *Reader's Digest* (August 1996), pp. 101-107. - available on department shared drive
- Reiss, Matthew. "American Karoshi." *New Internationalist*, Vol. 343 (March 2002), p.16 (2).
- Schaefer, Richard T. *Sociology* 13 th ed. McGraw-Hill Companies, Inc. New York:

New York, 2011. Chapter 5.

Supplemental:

- Downton Abbey film clips . Season 1 episode 1 first (ten minutes) and Season 2 episode 3 select a scene and/or Season 3 episode 2 30min in to 40 min in.
- Classroom LMS

INTERDISCIPLINARY CONNECTIONS

English/Language Arts

- Information Writing
- Narrative Writing

Math

- Data collection/analysis

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

See link to Accommodations & Modifications document in course folder.