

Sociology: Social Structure

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze reciprocal relationships among social institutions and culture in order to explain impact on the individual. - Students will demonstrate the ability to analyze the impact of individuals, laws, institutions, and social mechanisms in order to evaluate the effectiveness and impact of social and political systems. - Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Soc.2.9-12. Define social context in terms of the external forces that shape human behavior. - Soc.6.9-12. Identify the major components of culture. - Soc.7.9-12. Cite examples of how culture influences the individuals in it. - Soc.8.9-12. Identify important social institutions in society. - Soc.9.9-12. Explain the role of social institutions in society. - Soc.10.9-12. Analyze how social structures and cultures change. - Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. - Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present. - Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. - Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets. - Civ.8.9-12. Evaluate social and political systems in different	Transfer	
	<i>Students will be able to independently use their learning to act responsibly and make informed decisions based upon their understanding social structure.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; and take constructive, collaborative action. - in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect. - social structure and culture work in tandem to shape societies, but are not completely rigid.	ESSENTIAL QUESTIONS What is the greatest impact on a change in culture?
	Acquisition	
	<i>Students will know...</i> - that human beings are able to adapt to and change their environment. - that every society, from the simplest to the most complex, has culture. - that culture includes a society's beliefs, history, knowledge, language, customs, moral principles, and skills. - that cultural practices vary among and within human groups or societies. - that sociologists have identified cultural universals that all cultures share. - that cultures can change through diffusion and acculturation and in response to environmental changes, population shifts, and war. - that when a culture changes, its values, beliefs, and technology change. - that U.S. culture has both traditional and emerging	<i>Students will be skilled at...</i> - defining social context. - identifying the components of culture. - citing examples of the influences of culture on individuals. - identifying and explaining the role of social institutions. - analyzing change over time, including the impacts of social change. - explaining social construction. - analyzing changing roles of citizens over time. - evaluating the effectiveness of decisions and decision making. - critiquing relationships within systems. - evaluating social and political systems in different contexts, times, and places. - evaluating the influences of decisions and decision making.

contexts, times, and places, that promote civic virtues and enact democratic principles. • Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. • Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. • Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. • Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. • D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. • D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. • D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	values. • that material culture and non-material culture vary from society to society. • that social structure gives society its enduring characteristics and makes patterns of human interaction predictable. • that every person has several statuses, plays multiple roles, and is a member of various groups. • that sociologists generally recognize three major categories of societies: pre-industrial, industrial, and postindustrial. • that social institutions organize the functions of a society to meet the needs of its citizens. • that different types of societies can be described by how their members carry out basic functions. • the characteristics and causes of local, regional, and global problems. • instances of local, regional, and global problems in multiple contexts. • the challenges and opportunities faced by those trying to address these problems over time and place. <u>vocabulary:</u> culture, material culture, nonmaterial culture, ideal culture, real culture, society, symbol, language, values, norms, folkways, mores, law, cultural trait, culture complex, cultural universals, acculturation, ethnocentrism, cultural relativism, subculture, counterculture, social structure, status, role, ascribed status, master status, reciprocal roles, role expectations, role conflict, social institution, hunting and gathering society, pastoral society, horticultural society, industrial society, postindustrial society, formal organization, bureaucracies	• evaluating the impact of human settlement activities on regional characteristics • analyzing the impact of reciprocal relationships on population distribution. • using disciplinary and multidisciplinary lenses. • taking informed action.
Content Area Literacy Standards		21st Century Skills
• RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • 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). • RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the		• <i>reason effectively</i> • <i>use systems thinking</i> • <i>think creatively</i> • <i>communicate clearly</i> • <i>collaborate with others</i>

text contribute to the whole.

- RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST.11-12.1 Write arguments focused on discipline-specific content. WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	