

Sociology

Unit 3: Social Structures

This unit addresses the following academic standards:

- ◆ NCSS 1 Culture. Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well as the lives and societies of others.
- ◆ NCSS 2 Individuals, Groups and Institutions. Institutions such as families and civic, educational, governmental, and religious organizations exert a major influence on people’s lives. This theme allows students to understand how institutions are formed, maintained, and changed, and to examine their influences.
- ◆ IN.S.1.6 Distinguish fact from opinion in data sources to analyze various points of view about a social issue.
- ◆ IN.S.1.8 Identify, evaluate and use appropriate reference materials and technology to interpret information about cultural life in the US and other world cultures, both in the past and today.
- ◆ IN.S.1.9 Prepare original written and oral reports and presentations on specific events, people or historical eras as related to sociological research.
- ◆ IN.S.3.1 Describe how social status affect social order.
- ◆ IN.S.3.2 Explain how roles and role expectations can lead to role conflict.
- ◆ IN.S.3.4 Determine cause-and-effect relationships among historical events, themes and concepts in US and world history as they relate to sociology.
- ◆ IN.S.4.1 Describe how individuals are affected by the different social groups to which they belong.
- ◆ IN.S.4.2 Identify major characteristics of social groups familiar to the students.
- ◆ IN.S.4.3 Examine the ways that groups function, such as roles, interactions and leadership.
- ◆ IN.S.4.4 Discuss the social norms of groups to which students belong.
- ◆ IN.S.4.5 Analyze what can occur when the rules of behavior are broken and analyze the possible consequences for unacceptable behavior.
- ◆ IN.S.4.6 Identify the various types of norms and explain why these rules of behavior are considered important to society.
- ◆ IN.S.4.7 Discuss the concept of deviance and how society discourages deviant behavior using social control.
- ◆ IN.S.4.8 Explain how students are members of primary and secondary groups and how those group memberships influence students’ behavior.
- ◆ IN.S.4.9 Discuss how formal organizations influence behavior of their members.
- ◆ IN.S.4.10 Distinguish the degree of assimilation that ethnic, cultural and social groups achieve within the United States.
- ◆ IN.S.4.11 Discuss how humans interact in a variety of social settings.
- ◆ IN.S.4.12 Determine the cultural patterns of behavior within such groups as rural/urban or rich/poor.

During this unit you can expect the following assignments:

- ◆ Group Teaching Project
- ◆ Vocabulary
- ◆ Reviewing the Facts
- ◆ Thinking Critically

Daily Lesson Plans

Day	Date	Classroom Content and Activities	Materials	Standards
1		<ul style="list-style-type: none"> ◆ Return/discuss tests “Culture” ◆ Organization and Explanation of Assignment ◆ Begin Step #1—Read the Chapter 	<ul style="list-style-type: none"> ◆ Group Project Instructions ◆ Rubric ◆ Peer Evaluation Sheet 	NCSS 1 IN.S.3 & 4
2		<ul style="list-style-type: none"> ◆ Continue Step #1—Read the Chapter 	<ul style="list-style-type: none"> ◆ Group Project Instructions ◆ Rubric ◆ Peer Evaluation Sheet 	NCSS 1 IN.S.3 & 4
3		<ul style="list-style-type: none"> ◆ Begin Step #2—Identify Learning Objectives ◆ HW: Vocabulary 	<ul style="list-style-type: none"> ◆ Group Project Instructions ◆ Rubric ◆ Peer Evaluation Sheet 	NCSS 1 IN.S.3 & 4
4		<ul style="list-style-type: none"> ◆ Continue Step #2—Identify Learning Objectives ◆ HW: Reviewing the Facts 	<ul style="list-style-type: none"> ◆ Group Project Instructions ◆ Rubric ◆ Peer Evaluation Sheet 	NCSS 1 IN.S.3 & 4
5		<ul style="list-style-type: none"> ◆ Begin Step #3—Organize the Lesson 	<ul style="list-style-type: none"> ◆ Group Project Instructions ◆ Rubric ◆ Peer Evaluation Sheet 	NCSS 1 IN.S.3 & 4
6		<ul style="list-style-type: none"> ◆ Continue Step #3—Organize the Lesson ◆ Computer Lab ◆ HW: Overview of Lesson 	<ul style="list-style-type: none"> ◆ Group Project Instructions ◆ Rubric ◆ Peer Evaluation Sheet 	NCSS 1 IN.S.3 & 4
7		<ul style="list-style-type: none"> ◆ Continue Step #3—Organize the Lesson ◆ Computer Lab ◆ HW: Thinking Critically 	<ul style="list-style-type: none"> ◆ Group Project Instructions ◆ Rubric ◆ Peer Evaluation Sheet 	NCSS 1 IN.S.3 & 4
8		<ul style="list-style-type: none"> ◆ Continue Step #3—Organize the Lesson ◆ Begin Step #4—Design Visuals 	<ul style="list-style-type: none"> ◆ Group Project Instructions ◆ Rubric ◆ Peer Evaluation Sheet 	NCSS 1 IN.S.3 & 4
9		<ul style="list-style-type: none"> ◆ Continue with Step #3—Organize the Lesson ◆ Continue with Step #4—Design Visuals 	<ul style="list-style-type: none"> ◆ Group Project Instructions ◆ Rubric ◆ Peer Evaluation Sheet 	NCSS 1 IN.S.3 & 4
10		<ul style="list-style-type: none"> ◆ Finish Step #4—Design Visuals ◆ Practice Lesson ◆ HW: Test Questions 	<ul style="list-style-type: none"> ◆ Group Project Instructions ◆ Rubric ◆ Peer Evaluation Sheet 	NCSS 1 IN.S.3 & 4
11		<ul style="list-style-type: none"> ◆ Steps #5 & 6—Teach Lesson, Chapter 4 	<ul style="list-style-type: none"> ◆ Group Project Instructions ◆ Rubric ◆ Peer Evaluation Sheet 	NCSS 1 IN.S.3 & 4
12		<ul style="list-style-type: none"> ◆ Steps #5 & 6—Teach Lesson, Chapter 5 	<ul style="list-style-type: none"> ◆ Group Project Instructions ◆ Rubric 	NCSS 1 IN.S.3 & 4

			<ul style="list-style-type: none"> ◆ Peer Evaluation Sheet 	
13		<ul style="list-style-type: none"> ◆ Steps #5 & 6—Teach Lesson, Chapter 6 	<ul style="list-style-type: none"> ◆ Group Project Instructions ◆ Rubric ◆ Peer Evaluation Sheet 	NCSS 1 IN.S.3 & 4
14		<ul style="list-style-type: none"> ◆ Steps #5 & 6—Teach Lesson, Chapter 7 ◆ HW: Test 	<ul style="list-style-type: none"> ◆ Group Project Instructions ◆ Rubric ◆ Peer Evaluation Sheet 	NCSS 1 IN.S.3 & 4
15		<ul style="list-style-type: none"> ◆ Test: Chapters 4-7 	<ul style="list-style-type: none"> ◆ Group Project Instructions ◆ Rubric ◆ Peer Evaluation Sheet 	NCSS 1 IN.S.3 & 4