

Unit #5: Social Institutions

Content Area: **Social Studies**
Course(s): **Sociology**
Time Period: **First Marking Period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

This unit analyzes such social institutions as the family, education, religion, the economy and work, government, and health care. The connections between the global economy and society will be examined. The intertwining effects of politics, the economy, and the media will be debated. The increasing complexity and diversity of the family structure in the United States and around the world will be explained. Some of the problems that affect the educational world will be assessed. The influences of religion on society and its' role in the United States and around the world will be deduced. The dynamics of health and health care and their impact on society will be explored through the eyes of many perspectives and debated. Though societies have common social institutions, the form and importance of these institutions vary.

STAGE 1- DESIRED RESULTS

The College, Career, and Civic Life (C3) Framework for Social Studies

D2.Soc.8.9-12. Identify important social institutions in society.

D2.Soc.9.9-12. Explain the role of social institutions in society.

Essential Questions

- What are the key assumptions of capitalism and socialism?
- What contributes to job satisfaction and to worker alienation?
- What is the individual's role in the workforce?
- Why does unemployment occur?
- How do workers try to gain control over their work situation?
- What is the primary function of the economy?
- How do major contemporary economic models differ?

- What are the different perspectives on the economy and work?
- What are the major political systems around the world?
- Who has power in the United States and why?
- How is the government shaped by political parties and their wants?
- What role do bureaucracies play and why are they so powerful?
- Where is democracy heading in the future?
- What are the three types of authority?
- What role does terrorism play in society today?
- Why is it difficult to define family today?
- How and why do marriage patterns change throughout the world?
- How do sociologists view marriage?
- How do educational goals differ throughout the world?
- How do sociologists view the role of education has changed over time?
- Why are issues in society linked to the problems in the education system?
- How are schools funded?
- What are magnet schools?
- How do ethnic and racial tensions affect public education?
- What role does discipline play in the education system?
- What is functional illiteracy?
- What are the key components of religion?
- What views do sociologists have on the role of religion?
- What are the key ideas behind the many religions?
- What is the future of religion in the United States?
- What are the major issues in U.S. health care today?
- What is the relationship between your surroundings and your health?
- How is health care paid for in the United States?
- How do sociologists view healthcare In the United States?

Enduring Understanding

- The economy is the social institution that ensures the maintenance of society through the production, distribution, and consumption of goods and services.
- Capitalism is characterized by the ownership of the means of production by citizens and limited government intervention.
- Command market is characterized by a centralized government and governmental ownership of the means of production.
- There are also mixed economic models.
- Many sociologists view the economy in many ways. Conflict theorists view capitalism as being based on greed. Symbolic Interactionists focus on worker's attitudes and behaviors. Functionalists view the economy as being a vital institution to society.
- Power is the ability of people to carry out their will even when opposed.
- There is a strong relationship between politics and power in all countries.
- There are three types of authority: Traditional authority is based on a long standing custom. Charismatic authority is power based on a leader's personal qualities. Rational –legal authority is based on written law.
- The main types of political systems are monarchies, authoritarian systems, totalitarian systems, and democratic systems.
- Bureaucracies have had an expanding role in governmental policy making.
- Terrorism is the calculated, unlawful threat of force or use of force to gain some political, religious, economic or social objective.
- A family is a relationship in which people live together with commitment, form an economic unit, care for their young, and consider their identity to be significantly attached to the group.
- Functionalists appreciate the importance of family in maintaining the stability of society. Conflict and feminist theorists view the family structure as being a source of inequality. Symbolic Interactionists view family as a way people interpret their lives.
- The family structure is changing dramatically in America due to many reasons including: dual earners, domestic work loads, single parent families, and divorce.
- Education is the social institution responsible for the systematic transmission of knowledge, skills, and cultural values within a formally organized structure.
- Functionalists say education has both manifest and latent functions in society. Conflict theorists feel that education is used to continue or create inequalities. Symbolic Interactionists feel that students develop based on the labels they are given.
- Public schools are typically funded by state and local taxes.

- Magnet schools offer a specialized curriculum for certain areas of study.
- Diversity plays a key role in the classroom and has had many effects on the dynamic of the classroom.
- Functional illiteracy is the inability to read and/or write at the skill level necessary to conduct everyday tasks.
- Many issues outside of the classroom have become problems within the school systems like bullying, sexual harassment, and violence.
- Religion is a system of beliefs, symbols, and rituals, based on some sacred or supernatural realm that guides behavior, gives meaning to life, and unites people within a community.
- Functionalists see religion as a way for social control, purpose for life, and social cohesion. Conflict theorists say religion is a tool for domination. Symbolic Interactionists say people attach religion to symbols within their everyday life.
- The world's major religions are Buddhism, Hinduism, Judaism, Islam, and Christianity.
- There is not always a direct relationship between health care expenditures and people's health, especially in terms of infant mortality and life expectancy.
- In the United States, health care is paid for a fee-for-service basis.
- Health care as an institution is quite different in other nations.
- Functionalists say that it is important for people to be healthy and to contribute to society. Conflict theorists explain inequalities do not allow for health care to be distributed equally.
- Symbolic Interactionists say that society creates the words health and illness to meet the needs of our society at the time and their definitions will change when needed.

Students will know...

I. Key Ideas / Concepts

- Family
- Forms of kinship
- Diversity in family forms
- Marriage and divorce
- Family violence
- Families and social policy
- Education
- The rise of public education
- Education and social mobility
- Inequality and education
- Teacher expectations
- Tracking

- Educational segregation
- Inequality and educational testing
- School funding and facilities
- The digital divide and information technology
- Education and social reform/social policy
- Religion
- Measuring religiosity
- Influence of religion on social and political attitudes/behavior
- Forms of religion
- Diverse world religions
- Religious organizations/institutions
- Religion, secularization, and social change
- Work/Economy
- Influence of the Industrial revolution
- Comparative economies
- The occupational system
- The division of labor
- Occupational distribution
- Occupational prestige
- Earnings
- Work and de-industrialization
- The rise of contingent labor
- Growth of the service sector
- Unionization
- Worker alienation
- Power, Politics, and Government
- Power and authority
- Theories of power
- Political participation
- Government: who rules?
- Courts and the law
- Military
- Media and Culture
- Media conglomerates
- Studies of media effects (violence, etc.)
- Popular culture
- "High" culture
- Health
- Inequality and access to health care
- Structure of health care institutions
- Delivery of health care
- Death and Dying

II. Possible Misunderstandings

III. Key Terms and Content Vocabulary

Students will be able to...

- Define the primary function of the economy and its' role in society.
- Investigate the main components of the major economic systems.
- Create alternative economic models for countries to follow.
- Compare and contrast the different sociological views on the economy and work.
- Describe the role power has in society and how to attain it.
- Discuss the relationship between power and politics.
- Identify examples of countries that have followed or still do follow one of the three types of authority.
- Critique the key aspects of the main political systems.
- Develop another political system.
- Examine the threat of terrorism and its' causes.
- Question the different sociological views on the economy and work.
- Analyze the reasons behind the ever changing family institution.
- Judge the validity of the sociological perspectives on education.
- Explain the process how schools are funded in the U.S.
- Outline the causes and effects of the problems in the school systems.
- Debate over the use of school vouchers.
- Predict the future of education and create solutions to the problems.
- Differentiate between the different sociological views on religion.
- Describe the role of religion in society.
- Generate a digital media campaign promoting the major types of religion.
- Assess between the different sociological views on health care.
- Grade the U.S. health care system.
- Create a report card and assess the health care systems around the world.

STAGE 2- EVIDENCE OF LEARNING

Authentic Assessments

- Students will develop a media campaign promoting the major types of religions.
- Students will create a journal of current events and discuss what reasons the political elite would have for these events.
- Students will debate whether there is a need for social security and its opponents.
- Students will construct a report card on health care systems around the world.

- Students will analyze the impact of bureaucracies on the US government and its' effects on our social welfare via economical statistics.

Traditional / Benchmark Assessments

- Unit test on the impact of social institutions on society.
- Peer evaluations of lesson plans on different social institutions.
- Problem Solving Activity: The students will develop a model of a health care system that will benefit each member of a selected group of members from society.
- Essay Test: The students will argue the need for a new election process based on article reviews.
- Oral Examination: The students will present campaigns for new political parties.

Formative Assessment During Lesson

- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference

- Think-Pair-Share
- Web or Concept Map

STAGE 3- LEARNING PLAN

Instructional Map

Introducing the Unit: Class discussion dealing with graphs/charts examining the key components of American social units.

Development of Main Concepts: Students will break into groups then research the seven different social units.

Exploring the Main Ideas: Students will create lesson plans for the units they will teach.

Mastering the Content: Students will teach the researched material to the class regarding the seven social units.

Assessing the Learning: At the end of the unit a review will be given. This can be done as a lecture or as a game. (Jeopardy style with class in teams and extra credit being awarded to the winning team) Then a formal exam is to be issued and graded.

Modifications/Differentiation of Instruction

Enter specific modifications for:

ELL

Special Needs

Reaching Level

Challenge

Modification Strategies

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test

- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

Differentiation Strategies

High Preparation Differentiation

- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

Low Preparation Differentiation

- Choice of Book / Activity

- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

Horizontal Integration- Interdisciplinary Connections

Vertical Integration- Discipline Mapping

Additional Materials

Articles:

<http://ezinearticles.com/?How-Has-a-Social-Institution-Affected-You?&id=4179979>

<http://plato.stanford.edu/entries/social-institutions/>

<http://news.webindia123.com/news/Articles/India/20140423/2380995.html>

Activities:

<http://www.asanet.org/introtosociology/Documents/ActivitiesForExploringInstitutionsBobGreene.html>

<http://www.asanet.org/introtosociology/StudentResources/Simulations/SimLifeHappens.html>

Sociology in Our Times Edition 5 [Diana Kendall](#)

