

4. Social Institutions

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **4 weeks**
Length: **4 weeks**
Status: **Published**

Unit Overview

This unit of the Sociology introduces students the different social institutions that exist within American society: Political, Economic, Family, Education, Religion, and Health.

**This curriculum is divided into 5 units, allowing the teachers to design their course in an effort to highlight each of the 5 core domains. This will allow students to be exposed to a diverse selection of sociological concepts without sacrificing any key components of sociology.*

Transfer

Students will be able to independently use their learning to...

Economy and Politics:

Analyze whether US politics decrease people's economic well being.

Education:

Determine whether people "freely" decide whether or not they go to college.

Religion:

Explain how religion impacts decisions.

Health:

Decide whether prescription pills are more dangerous than illegal drugs.

Families:

Understand the impact that divorce has on families.

Meaning

Understandings

Students will understand....

1. The different social institutions of economy and politics, families, education, religion, and health and how those institutions impact their daily lives

Essential Questions

Students will keep considering...

Economy and Politics:

What is the nature of government and corporations and how do they affect citizens?

Education:

How do schools meet the needs of society?

Religion:

How is religion affected by class, politics, science, and society?

Health:

Why does access to health care vary considerably in the United States and worldwide?

Families:

How do families evolve over time?

Application of Knowledge and Skill

Students will know...

Students will know...

Economy and Politics:

1. The different economic and political systems.

Education:

1. The function of education.

Religion:

1. The basic types of religion.

Health:

1. The different consequences of disability.

Families:

1. The definitions of different types of family structures and norms for marriage arrangements.

Students will be skilled at...

Students will be skilled at...

Economy and Politics:

1. Analyzing the impact that different economic and political systems have on the workplace.
2. Assessing the impact of power in society.

Education:

1. Evaluate the inequality that exists within the educational institution.

Religion:

1. Examining the relationship between secularization and fundamentalism in the US.

Health:

1. Diagnose the major issues with the US health care system.

Families:

1. Hypothesizing how families may change in the future.
2. Drawing conclusions as to why violence occurs in families.

Academic Vocabulary

Recommended vocabulary. May vary depending on student ability.

Economy and Politics

economy

politics

capitalism

socialism

communism

democracy

totalitarian

authoritarian

power

Education

education

schooling

hidden curriculum

Religion

religion

sacred

secular

Health

health

disease

health care

medicine

Families

family

marriage

endogamy

exogamy

monogamy

polygamy

divorce

Learning Goal 1

Deduce ways in which inequality manifests itself in specific institutions.

- Deduce ways in which inequality manifests itself in specific institutions.

SOC.9-12.6.2.12	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SOC.9-12.6.3.12	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.9-12.6.3.12.1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.9-12.6.3.12.2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.9-12.6.3.12.3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.9-12.6.3.12.4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.9-12.6.3.12.5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
SOC.9-12.6.3.12.6	Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
SOC.9-12.6.3.12.7	Take actions that result in a more just and equitable society.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.
WORK.9-12.9.1.12.F.6	Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.

Target 1

Compare and contrast major economic and political systems and explain how it impacts society.

- Compare and contrast major economic and political systems and explain how it impacts society.

Target 2

Examine the role power plays in society.

- Examine the role power plays in society.

Target 3

Outline the function of education and discuss the inequality that exists within it.

- Outline the function of education and discuss the inequality that exists within it.

Target 4

Identify key components of religion and describe its basic types.

- Identify key components of religion and describe its basic types.

Target 5

Define and discuss secularization and religious fundamentalism in relation to society.

- Define and discuss secularization and religious fundamentalism in relation to society.

Target 6

Identify major issues within the US health care system.

- Identify major issues within the US health care system.

Target 7

Describe some of the consequences of disability.

- Describe some of the consequences of disability.

Learning Goal 2

Evaluate why family is an important institution in all societies.

- Evaluate why family is an important institution in all societies.

SOC.9-12.6.1.12	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.9-12.6.2.12	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SOC.9-12.6.3.12	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.9-12.6.3.12.1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.9-12.6.3.12.2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.9-12.6.3.12.3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.

SOC.9-12.6.3.12.4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
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SOC.9-12.6.3.12.7	Take actions that result in a more just and equitable society.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.

Target 1

Describe the types of family structure and norms for marriage arrangements.

- Describe the types of family structure and norms for marriage arrangements.

Target 2

Outline how families are evolving.

- Outline how families are evolving.

Target 3

Provide an overview of family violence in the United States.

Summative Assessment

All assessments are differentiated and aligned to the social studies standards and curriculum. Alternate assessments may include, but not be limited to problem based learning, projects, common assessments, and other activities. Common summative assessments will be devised by core content teachers and must include benchmark assessments.

21st Century Life and Careers

WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
WORK.9-12.9.1.12.1	Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
WORK.9-12.9.1.12.1	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
WORK.9-12.9.1.12.2	Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross-cultural teams in face-to-face and virtual environments.
WORK.9-12.9.1.12.2	Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
WORK.9-12.9.1.12.2	Ethical behaviors support human rights and dignity in all aspects of life.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
WORK.9-12.9.1.12.B.2	Create and respond to a feedback loop when problem solving.
WORK.9-12.9.1.12.B.3	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
WORK.9-12.9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
WORK.9-12.9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
WORK.9-12.9.1.12.D.2	Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.

WORK.9-12.9.1.12.D.3	Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
WORK.9-12.9.1.12.E.1	Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
WORK.9-12.9.1.12.E.2	Generate digital media campaigns in support of or opposing a current political, social, or economic issue.
WORK.9-12.9.1.12.F.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
WORK.9-12.9.1.12.F.5	Formulate an opinion regarding a current workplace or societal/ethical issue based on research.
WORK.9-12.9.1.12.F.6	Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.

Formative Assessment and Performance Opportunities

Accommodations/Modifications

Differentiation:

IEP modifications and 504 accommodations

Enrichment:

Analyze sociological peer reviewed research

Unit Resources

May include, but not be limited to:

Sociology Textbook

Online websites and resources

DVD's

Social Studies Databases

Student Response Systems

Projector/Speaker Systems

Primary Source Documents

Document Cameras

Online Portfolios

Teacher Resource Kit

Interdisciplinary Connections
