

Unit 4: Social Institutions

Content Area: **Template**
Course(s):
Time Period:
Length:
Status: **Published**

State Mandated Topics Addressed in this Unit

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N/A	N/A

Unit 4: Social Institutions

Learning Objectives

- Analyze some of the trends in American family life currently being examined by sociologists.
 - Compare and contrast the characteristics of the capitalist and the socialist economic systems.
 - Describe the distinctive features of religion in American society.
 - Describe the major characteristics of the U.S. political system.
 - Describe the norms that influence the ways in which marriage patterns are organized around the world.
 - Discuss developments that have transformed the American economic system (ie Industrial Revolution, WWI, The Great Depression, WWII).
 - Discuss some contemporary mass media issues
 - Explain how American families begin and describe some of the disruptions they might face.
 - Explain how the exercise of power varies by type of government.
 - Explain how the norms of scientific research differ from the realities of scientific research.
 - Explain how the sociological perspectives of mass media differ.
 - Explain how the views of functionalist, conflict, and interactionist sociologists differ concerning education.
 - Identify factors that have contributed to the institutionalization of science.
 - Identify some of the current issues in American education.
 - Identify the basic societal needs that religion serves.
 - Identify the basic societal needs that the institution of the family satisfies.
 - Trace the major developments in the history of mass media, and identify the types of mass media in the United States.
- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.

SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods. Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
SOC.6.1.12.HistoryCA.7.a	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
SOC.6.1.12.CivicsDP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
SOC.6.1.12.HistoryCC.14.d	Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.
SOC.6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
SOC.6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
SOC.6.2.12.EconGE.6.c	Relate the rise of the Internet and social media to global economy.

Standards

Instructional Tasks/Activities

- Compare and contrast major religious groups in the United States.
- Students will attend a city council or town hall meeting and take notes detailing their observations. Students may view a council or town hall meeting on television or pull up minutes from the meeting online. Students will then participate in a mock council meeting discussing at least one local financial issue they learned about from the town hall meeting, and discuss the same issue, exploring the causes of, and solutions to, the problem(s).
- Students will begin by defining all key terms.
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- Students will complete a practice quiz.
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- Students will complete a practice quiz.
- Students will complete a teacher made test titled "Education and Religion."
- Students will complete a teacher made test titled "Science and the Mass Media."
- Students will complete a teacher made test titled "The Economy and Politics."
- Students will complete a teacher made test titled "The Family."
- Students will complete the section reviews which include identifying key terms and people and answering questions covering key concepts.

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- Students will conduct research to create a chart that compares family patterns in other countries to those in the United States.
- Students will create a pamphlet on contemporary issues in public education.
- Students will create a pamphlet to help teens deal with family disruptions.
- Students will use provided Internet links to conduct research on recent ethical issues in science and scientific research and then write a report on one case.
- Students will use provided Internet links to conduct research on the functionalist and conflict perspectives on education.
- Students will use provided Internet links to conduct research on the impact of technology on different subcultures within the United States, and then write a report describing those impacts.
- Students will use provided Internet links to conduct research on the sociological implications of globalization, free trade, and multinational corporations and write a newspaper article.
- Students will work in groups to conduct research on the trends in the American family discussed in this chapter and use that research to create a wall chart displaying those trends.
- Students will work in small groups to locate political cartoons on two or three of the issues discussed in this unit. Make copies of the cartoons for every student in the class, and also make sure each cartoon has a brief description that explains the issue that the cartoon is addressing.
- Students will work together in groups to conduct research on an incident of fraud or hoax in science and then create a report that describes the impact of the fraud or hoax on the institution of science.
- Students will write a report on the pressures facing members of the sandwich generation.
- Students will write a theoretical profile of Max Weber and his ideas on authority.

Assessment Procedure

- class discussions
- class projects including short papers/essays
- Classroom Total Participation Technique
- Classwork
- classwork/homework
- Daily journals
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review

- Performance
- power points
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- teacher observation
- Test
- tests/quizzes
- Worksheet

Recommended Technology Activities

- Chromebook
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw

- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Resources

- Other Internet sites provided by the teacher and text book
- Power Point
- Sociology: The Study of Human Relationships
- Teacher made handouts
- Word
- www.go.hrw.com