

2018 Unit G Marriage and Family

Content Area: **Social Studies**
Course(s): **Sociology**
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Enduring Understandings

- Families through out the world follow similar patterns.
- The family's most important functions include reproduction, socialization, and economic security.
- The way families in the United States handle responsibilities has changed.
- Timing of marriage and purpose of marriage are among the recent changing trends in marriage and family.

Essential Questions

- How do family systems vary?
- What are the characteristics of families in the United States?
- What are the recent trends in dating, marriages and families in the United States?
- What are universal themes related to marriage and weddings?
- How do marriage and kinship patterns differ among cultures?

Standards/Indicators/Student Learning Objectives (SLOs)

- Students will investigate the changes and challenges to traditional families.
- Students will identify the systems and functions of families.
- Students will conduct sociological research into the changes in family life by conducting interviews with family members.
- Students will conduct reserach on their family's and present findings to class.
- Students will research and present findings on courtship, dating, and marriage rituals.
- Students will plan and take part in a mock wedding.
- Students will plan and take part in a Life Happens Simulation.

SOC.9-12.1.4.1	Functionalist perspective
SOC.9-12.1.4.2	Conflict theory
SOC.9-12.1.4.3	Symbolic interaction
SOC.9-12.2.2	Students will analyze how culture influences individuals, including themselves.
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.3.1	Students will describe the process of socialization across the life course.

SOC.9-12.3.1.1	Primary agents of socialization: family, peers, media, schools, and religion
SOC.9-12.3.2	Students will explain the process of the social construction of the self.
SOC.9-12.3.2.1	I & me
SOC.9-12.3.2.4	Identity
SOC.9-12.3.3.1	Reference groups
SOC.9-12.4.2.1	Life chances
SOC.9-12.4.2.2	Social problems

Lesson Titles

- Myth of the Traditional Family
- Family Systems and Functions
- Lab- Changes in Family Life in the Recent Past
- Wired Genealogy - research
- Family Systems, Functions, and Disruptions
- Courtship, Dating, and Marriage Rituals - Research and Presentation
- Mock Wedding
- Life Happens Simulation

21st Century Skills and Career Ready Practices:

- Civic Literacy
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Creativity and Innovation

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

- ELA
- Social Studies
- Psychology
- SEL

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.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.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence

made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SCI.9-12.DL.1.6.2	Describe the development of reasoning and morality
SCI.9-12.DL.1.6.3	Describe identity formation
SCI.9-12.DL.1.6.4	Discuss the role of family and peers in adolescent development
SCI.9-12.SC.1.2.2	Describe effects of others' presence on individuals' behavior
SCI.9-12.SC.1.2.3	Describe how group dynamics influence behavior
SCI.9-12.SC.1.2.4	Discuss how an individual influences group behavior
SCI.9-12.SC.2.1.3	Discuss the relationship between culture and conceptions of self and identity
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.

SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.
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.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Students will investigate the changes and challenges to traditional families. (Understanding)
- Students will identify the systems and functions of families. (Remembering)
- Students will conduct sociological research into the changes in family life by conducting interviews with family members. (Applying)
- Students will conduct reserach on their family's and present findings to class. (Applying/Creating)
- Students will research and present findings on courtship, dating, and marriage rituals. (Evaluating/Creating)
- Students will plan and take part in a mock wedding. (Applying/Creating)
- Students will plan and take part in a Life Happens Simulation (Applying/Creating)
- Delsea One
- SWAG

Modifications

Formative Assessment

Warm-up:

- What does it mean?
- Define, Explain, Ask Questions
- Take the Lead
- Before, During, and After
- The Topic Makes Me Think...
- Post it notes
- Questionis from Yesterday

Anticipatory Set:

- Close your eyes and imagine
- Classroom Post

- Discussions
- Predict
- The A to Z game
- Three words you associate with the new topic

Closure:

- Exit Tickets
- Whip Around
- Quick Doodles
- I Care Why?
- Journal Entry
- Five W's
- Classroom Post
- Post-it Notes
- Questions for Tomorrow
- Pair-Share-Out-the-Door
- Three Minute Essay
- Reflective journal entries
- Discussions
- Observation
- Stand and Tell

Summative Assessment

- Projects
- Presentations
- Quizzes
- Essays
- Journals

Benchmark (Assessments):

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment(s):

Performance tasks

Project-based assignments

Problem-based assignments

Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Resources & Materials

- Life Happens Simulation
- Research topics in Sociology
- Introduction to Sociology Online
- HMH Sociology Textbook
- (Macionis) Sociology Book
- Sociology: A Down-to-Earth Approach (Henslin) Online
- Down to Earth Sociology: Introductory Readings (Henslin)
- You May Ask Yourself (Dalton Conley)
- Chromebooks
- Internet
- Rhyming website
- Google Classroom
- Pinterest
- Google Keep
- Google Trends
- Twitter
- Podcasts
- Creative Commons
- ClassDojo
- Kahn Academy
- TedTalks
- Padlet