

Unit 04: Social Institutions

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 4

Unit Title:	Social Institutions In this unit students will examine how large social institutions function in our society such as families, economic and political systems, as well as education systems. Students examine the concepts of marriage, divorce, child bearing and how statistics regarding them are shifting. Students then compare and contrast the main components of political and economic systems. Finally students explore all the different aspects of our education system and finish with identifying what aspects can be improved
Suggested Duration:	5 weeks

Interdisciplinary Connections

Interdisciplinary Connections
Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
Math Practices: https://www.nj.gov/education/standards/math/Index.shtml
Science Practices: https://www.nj.gov/education/standards/science/Index.shtml
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Writing & Literature – Interpretation and analysis of primary source documents, literature and poetry as part of gaining historical understanding.

World History, Political Science, United States History, Economics, Psychology,

Gender Studies, Child Development.

Technology Integration

Technology Integration

Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

Chromebooks, Google Classroom, Various YouTube Clips, Google Apps for Education.

Standard(s) Addressed

- 2.3 Students will evaluate important social institutions and how they respond to social needs.
- 2.4 Students will assess how social institutions and cultures change and evolve.
- 4.3 Students will explain the relationship between social institutions and inequality.

STAGE I Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Determine how marriage and family arrangements that once seemed unusual have become the norm in the United States. • Examine how societies develop economic institutions in order to distribute limited resources. • Analyze how Americans devote much attention and money to education because they want education to remedy social problems. • Evaluate how sports and the mass media have come to become an organized institution in the United States today. 	
<i>Mastery</i>	
<p>Big Ideas/Enduring Understanding</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Families form the basic unit of most societies and come in different 	<p>Essential Questions</p> <ul style="list-style-type: none"> • What are trends in marriages and families that exist in the United States now compared to historically, and how do they compare to other

<p>configurations.</p> <ul style="list-style-type: none"> • Economic and political systems strongly influence a country's social institution. • Education and religion are important institutions in American society, and beliefs about them vary widely. • Sports and the mass media have significant influences on society and have become social institutions. 	<p>countries?</p> <ul style="list-style-type: none"> • What are the different economic systems, and how are they affected by political systems?
Acquisition	
<p><i>Students will know . . .</i></p> <p>Family systems the functions</p> <p>Recent trends in marriage and family</p> <p>Economic Institution</p> <p>Political Institutions</p> <p>Issues in Education</p> <p>Types of schooling</p> <p>Sociology of Religion</p>	<p><i>Students will be skilled at . . .</i></p> <p><i>Analyzing how historical views on family shape the modern world and our sociological perspective of it.</i></p> <p><i>Comparing and contrasting interpretations of differing political and economic systems.</i></p>

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<ul style="list-style-type: none"> • Analysis of how Covid affected Divorce Rates • Same Sex Marriage Chart • Ideal Family Case Study • Issues in our Education System Analysis 	<ul style="list-style-type: none"> • Family Life Assessment • School Reform Project
Modifications	
<p>How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment). All</p>	

courses follow a [balanced assessment system](#) with Practice and Assessments.

For Family Life Assessment a modified version may be that they can create a Prezi/ Google slides instead of the more multiple choice/ matching version of the test. Another option would be chunking the matching section and providing less options for the multiple choice questions.

For the School Reform Project modifications may include cutting some of the aspects out of the assignment such as not having them come up with the name of a school, mascot, logo, motto, etc. Another option would be shortening certain aspects of the presentation so instead of having to do 5 researched reforms only doing 3.

Text Compactor and similar apps to abbreviate DBQs, Definitions provided, Rephrasing for clarification, Provision of verbal assessments, fewer answer choices (multiple choice), fewer test items.

STAGE III Learning Plan

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Organize plan by weeks

WEEK ONE

Students will be introduced to a variety of topics surrounding family life across different cultures.

WEEK TWO

Students will examine historical and societal trends regarding same sex marriage, divorce rates, etc.

Students will also discuss how there is no such thing as the concept of an “ideal family”.

WEEK THREE

Students will compare and contrast different political and economic institutions.

Students will be take Family Life Assessment.

Students will be introduced to the make up of our educational institutions.

WEEK FOUR

Students will examine key Issues in our education system and how it compares to others around the world

WEEK FIVE

Students will work on and complete School Reform Project.

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

“Text Compactor” and similar apps in order to create abridged text. Format modification, enlarged text, color coding, provision of definitions and text clarification.

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

Reform the Education system/ Create a School Project Evaluation

[Is education reform possible in America?](#) By Chester E. Finn, Jr.David Steiner

My Big Fat Greek Wedding. Film

[Statistics and facts on Families in the U.S.](#)

[The American family today](#)

Diversity, Equity, & Inclusion

Diversity, Equity &Inclusion

Provide a brief description of how this unit addresses DE&I.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	