

2018 Unit H Crime and Deviance

Content Area: **Social Studies**
Course(s): **Sociology**
Time Period: **May**
Length: **1**
Status: **Published**

Enduring Understandings

Social control is necessary to ensure that society functions smoothly.

Deviance is any behavior that violates significant social norms. Deviance can serve positive functions, such as clarifying norms, unifying groups, diffusing tension, promoting social change, and providing jobs.

Crime affects everyone in the United States, some as victims, some as criminals, and some as observers.

Essential Questions

How do norms, folkways, mores and laws become internalized?

What is social control?

What is deviant behavior?

What are the social functions of deviance?

What is crime and who is affected by it?

Standards/Indicators/Student Learning Objectives (SLOs)

- Students will identify terms in their Triple Entry Vocabulary Journal.
- Students will read and analyze a case study.
- Students will take notes and respond to question on a worksheet during the reading and after readings.
- Students will take part in a Socratic Seminar on deviance and social control.
- Students will conduct a Quick Lab: Observing Friends HMH.
- Students will view a Criminal Minds episode and discuss the deviant behavior.
- Students will watch videos on addiction and the journey back taking notes and preparing for class

discussions.

- Students will research and write a report on different facets of the The Criminal Justice System.
- Students will conduct a criminal profile research and create a presentation.

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| SOC.9-12.1.1.4 | Scientific study of society |
| SOC.9-12.1.4 | Students will identify, differentiate among, and apply a variety of sociological theories. |
| 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.9-12.2.1.1 | Nonmaterial culture, including norms and values |
| SOC.9-12.2.2 | Students will analyze how culture influences individuals, including themselves. |
| SOC.9-12.2.2.4 | American values |
| SOC.9-12.2.4.2 | Countercultures |
| SOC.9-12.2.4.3 | Social movements |
| 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.9-12.3.1.2 | Deviance and conformity |
| 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 |
| SOC.9-12.4.3.2 | Potential of institutions to produce, reinforce, or challenge inequality |
| SOC.9-12.4.4.2 | Group responses to inequality such as social movements |
| SOC.9-12.4.4.3 | Social policy responses to inequality |

Lesson Titles

- Preview Unit and Identify Terms Tripple Entry Vocabulary Journal
- Crash Course #18
- Crash Course #19
- Crash Course #20
- Introduction to Deviance
- Slideshow and Discussion
- Case Study: Saints and Roughnecks
- Eating Your Friends is the Hardest
- Quick Lab: Observing Friends HMH
- Social Control
- Deviance Through the Three Perspectives (Denmark's Fix Rooms)
- Social Construction of Reality
- Criminal Minds
- Techniques of Neutralization

- Drugs Inc
- Socratic Seminar
- One Nation Overdosed
- The Criminal Justice System
- Criminal Profile Research and Presentation

21st Century Skills and Career Ready Practices:

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

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| 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

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| 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). |

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| 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 |

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| 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. |

- Students will identify terms in their Triple Entry Vocabulary Journal (Remembering)
- Students will view informational videos and take notes on key ideas using Cornell Notes (Remembering/Analyzing)
- Students will take notes during introduction to Deviance slide show (Remembering/Analyzing)
- Students will take part in and lead discussions on topics in unit. (Applying/Analyzing)
- Students will read and analyze a case study: Saints and Roughnecks (Remembering/Analyzing)
- Students will read an article about and view the video "Eating Your Friends is the Hardest" (Remembering/Analyzing)
- Students will take notes and respond to question on a worksheet during the reading and after reading an article on *Social Control* (Remembering/Evaluating)
- Students will take part in a Socratic Seminar on deviance and social control (Evaluating/Creating)
- Students will conduct a Quick Lab: Observing Friends HMH (Applying)
- Students will read an article (Denmark's Fix Rooms) and the write a one page response applying one of the three perspectives (Remembering/Applying/Evaluating)
- Students will view a Criminal Minds episode and discuss the deviant behavior (Applying)
- Students will take notes on Techniques of Neutralization and then prepare notes for a class discussion (Remembering/Evaluating)
- Students will watch videos on addiction and the journey back taking notes and preparing for class discussions (Remembering/Evaluating)
- Students will research and write a report on different facets of the The Criminal Justice System (Remembering/Evaluating)
- Students will conduct a criminal profile research and create a presentation (Evaluating/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
- Questions 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

MPA 4: <https://docs.google.com/document/d/1N8u5mzO7qXNKkqXt5vuv8vTF7f053eF1GUA86lEK-ZA/edit>

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

- Crime and Deviance Triple Entry Vocabulary Journal (pt1) -
- Eating Your Friends Article -
- Eating Your Friends Viewing Guide -
- Crime and Deviance Part 2 Triple Entry Vocabulary Journal -
- How Deviant are we survey
- Notes for Deviance Slideshow:
- Deviance Slideshow -
- Review of Sociological Theories of Deviance -
- Serial killer on the dating game -
- Introduction to Deviance -
- Application of Techniques of Neutralization Anticipatory Guide
- Techniques of Neutralization - Group work document -
- Techniques of Neutralization - list and definitions
- To Catch a Cheat Articles -
- Criminal Minds Viewing guide -
- Socratic Circle Rubric -
- Drugs & Deviance “Seminar” Discussion Questions:
- Three Sociological Perspectives Analysis Paper -
- Sociological Theories of Deviance as applied to Drugs and Crime -
- Denmark's 'Fix Rooms' Give Drug Users A Safe Haven
- Drug Addiction Simulation -
- Drug addiction simulation journal
- Research topics in Sociology
- Introduction to Sociology Online
- (Macdonald) Sociology Book
- Sociology: A Down-to-Earth Approach (Henslin) Online
- Down to Earth Sociology: Introductory Readings (Henslin)
- You May Ask Yourself (Dalton Conley)
- Sociological Cinema
- Chromebooks
- Internet
- Rhyming website
- Google Classroom
- Pinterest
- Google Keep
- Google Trends
- Twitter
- Piktochart

- Powtoon
- Podcasts
- Aurasma
- Creative Commons
- ClassDojo
- Kahn Academy
- TedTalks
- Padlet
- Classifyit
- Thinklink