

Unit #7: Deviance and Crime

Content Area: **Social Studies**
Course(s): **Sociology**
Time Period: **First Marking Period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

This unit questions the socially constructed nature and definition of deviance of an act based on varying times and places. Discussions on the sociological questions about deviance and about whose definitions of deviance matter most will allow for an understanding that links deviance to power in society. Through the use of case studies, it becomes clear to see the connection between deviance, social control and the criminal justice system. Through the use of statistics and more case studies, one will discover that different categories of people experience deviance, social control, and the criminal justice system differently and they will understand the social processes by which individuals are labeled deviant or conforming. Through the analysis of positive and negative sanctions one will be able to identify the processes of social control, the theories supporting them, and the success rates of each on the offenders and societal impact for now and in the future.

STAGE 1- DESIRED RESULTS

The College, Career, and Civic Life (C3) Framework for Social Studies

D2.Soc.12.9-12. Explain the social construction of self and groups.

D2.Soc.13.9-12. Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.

D2.Soc.14.9-12. Explain how in-group and out-group membership influences the life chances of individuals and shapes societal norms and values.

Essential Questions

- What is deviant behavior and is it always bad?
- When is deviance considered a crime?
- What are the sociological views on crime?
- What is the validity of the many criminal justice theories explaining deviant and criminal behavior?
- What are the crimes that are related to specific body types?

- How are crimes classified?
- How does the criminal justice system deal with crime?
- How are age, gender, ethnicity, and social class related to crime statistics?
- Who are the most frequent victims of crime?
- How is discretion used in the criminal justice system?
- How do court systems function?
- What are the levels of effectiveness of the punishments used for criminal behavior?
- What is prison culture and how does it relate to society?
- What are the most pressing issues facing the criminal justice system?

Enduring Understanding

- Deviance is any behavior, belief, or condition that violates significant social norms in the society.
- The strain theory proclaims that when people are denied a legitimate means to access cultural goals, they engage in criminal activity.
- Differential association theory states that individuals have a greater tendency to deviate from social norms when they associate themselves with those who are deviant.
- Social control theorists believe that everyone can commit crime but it is your ability to have many bonds to society and its norms that will determine your amount or level of criminal activity.
- The labeling of behaviors that those in power do not do is considered deviant according to the labeling theory.
- Marxists feel that crime is a result of a capitalistic society.
- Liberal feminists feel that deviance is in response to gender inequalities.
- Radical feminists suggest that male domination of females have led to female deviance.
- Socialist feminists believe that the exploitation of females because of patriarchy and capitalism has led to female deviance.
- The Broken Windows theory of crime says that maintaining and monitoring urban areas in a well-ordered condition may stop further crime from occurring.
- Ectomorphs, endomorphs, and mesomorphs each commit different crimes due to their differences in body structure.
- Sociologists classify crime in four categories: conventional, occupational, organized, and political.

- The UCR and NCVS are the main sources of criminal statistics and analysis.
- Your age, gender, and social class play a huge role on what type of crime you commit, how you do it, your access to deviant behavior, and your ability to beat the sanctions that may follow.
- Young African American males aged twelve to twenty four have the highest victimization rates.
- Some of the criminal justice system's main components are the police, lawmakers, courts, and prisons.
- Most cases do not end up in court. There is a long process that needs to be followed before someone is convicted of a crime.
- Many of the sanctions for crime are being debated on their effectiveness; including the death penalty.
- Prisons have become an institution within society that is not only for punishing offenders, but has become a place of many functions including: rehabilitation of offenders, schooling, trend setters, and source of income.
- The criminal justice system has much to determine and analyze going into the future including; the use of sanctions, the power and discretion each member will have within the system, and the ethical issues surrounding the business side and its relationship with justice system.

Students will know...

I. Key Ideas / Concepts

- Sociological Definitions of Deviance : Positive deviance, Negative deviance, Deviance and the Deviant, Types of Youth Deviance
- Costs and Benefits of Deviance: Functionalism, Social Control, Structural Strain, Anomie, Innovation, Ritualism, Retreatism, Rebellion
- Conflict Theory
- Labeling Theory
- Deviant Identities: Deviant subcultures/communities, Deviant careers, Stigma
- Measuring Crime
- Crime
- Juvenile Crime
- White Collar Crime
- Crime Control
- Deterrence
- Retribution
- Incarceration
- Rehabilitation
- Recidivism
- Terrorism
- Race, Class, Gender, and Crime
- Criminal Justice System: Courts, Law Enforcement, Prisons

II. Possible Misunderstandings

III. Key Terms and Content Vocabulary

Students will be able to...

- Define the term deviance and identify its' primary functions in society both past and present.
- Prove the validity of the many sociological and criminal justice theories on deviance using case studies.
- Create an alternative theory on the causes of deviance while using case studies and statistics as proofs.
- Categorize the key components of the criminal justice system.
- Outline the costs and benefits of each method of measuring crime.
- Sketch a profile of a criminal for each of the major crimes based on criminal theory and crime statistics.
- Identify the levels of effectiveness of the punishments used for criminal behavior.
- Develop a chart taking a deviant through the many avenues of the court system.
- Debate the use of the death penalty and analyze alternative methods of punishment.
- Create a digital media campaign in favor of a philosophy related to getting offenders to be a productive member of society when leaving prison.
- Predict the future of the criminal justice system and what role it will have on society.

STAGE 2- EVIDENCE OF LEARNING

Authentic Assessments

- Students will develop their own theory of criminal behavior and/or sanctions based on past and present day statistics.

- Students will create a journal of current events discussing the impact of certain crimes on society.
- Students will assess, grade, and debate the death penalty.
- Students will construct a case study to prove their own theories on criminal behavior.
- Students will psychoanalyze a criminal.

Traditional / Benchmark Assessments

- Unit test on the impact of crime and justice.
- Peer evaluations of student based theories of crime and justice.
- Problem Solving Activity: The students will trace a crime from its inception all the way to the sentencing stage.
- Essay Test: The students will argue the need for immigration reform based on article reviews.
- Oral Examination: The students will present a case as a prosecutor or defense.

Formative Assessment During Lesson

- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check

- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

STAGE 3- LEARNING PLAN

Instructional Map

Introducing the Unit: Crime scene analysis of actions of Ed Gein, highlighting how socialization effects later development.

Development of Main Concepts: Students will examine the justice system from initial arrest to delivery of sentence.

Exploring the Main Ideas: Students will watch A.H.'s Psycho. Students will complete an assignment during the viewing.

Mastering the Content: Students will psychoanalyze a criminal using material covered in units 1-6. This can serve to help explain causes and behaviors of the criminal.

Assessing the Learning: At the end of the unit a review will be given. This can be done as a lecture or as a game. (Jeopardy style with class in teams and extra credit being awarded to the winning team) Then a formal exam is to be issued and graded.

Modifications/Differentiation of Instruction

Enter specific modifications for:

ELL

Special Needs

Reaching Level

Challenge

Modification Strategies

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

Differentiation Strategies

High Preparation Differentiation

- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments

- Varying Graphic Organizers

Low Preparation Differentiation

- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

Horizontal Integration- Interdisciplinary Connections

Vertical Integration- Discipline Mapping

Additional Materials

Articles:

http://www.balancedpolitics.org/death_penalty.htm

Activities:

<http://www.asanet.org/introtosociology/StudentResources/Exploring%20Data%20Resources/DataHowMuchCrime87.html>

<http://www.asanet.org/introtosociology/StudentResources/Exploring%20Data%20Resources/DataHowMuchCrime87.html>

[s/TrendsInViolentCrime88.html](#)

<http://www.asanet.org/introtosociology/StudentResources/Exploring%20Data%20Resources/DataComparativeDeathPenalty.html>

<http://www.asanet.org/introtosociology/StudentResources/Exercise%20Resources/ExDevianceThry85.html>

Sociology in Our Times Edition 5 [Diana Kendall](#)

Leading Constitutional Cases on Criminal Justice 1999 Edition