Unit 5: Deviance

Content Area: **Social Studies**
Course(s): **Sociology**
Time Period: **Semester 1 & 2**
Length: **2 weeks**
Status: **Published**

Standards

	Governments around the world support universal human rights to varying degrees.
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
	Historical sources and evidence provide an understanding of different points of view about historical events.
6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

Enduring Understandings

Identify sources of deviance and society responses to deviance.

Identify forms of social stratification and the theories behind stratification.

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Identify the social classes in the United States and their impact on society

Identify the role of gender in stratification and the relationship between genders.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

What is deviance? What are the major theories of deviance?

What are examples of social control and why do people believe this is necessary for a functioning society?

How come there is social stratification and why is it accepted by society?

What forms of social stratification exist around the world and why are they different based on culture?

What is the function of social stratification?

What classes exist in the United States and how does that impact individuals?

Has social mobility increased or decreased in the United States?

How does gender impact our education?

How does gender impact our occupation?

What is feminism?

How has sexual orientation played a role in debates on deviant behavior?

Knowledge and Skills

Identify types of deviance that exist within societies

Major theories of deviance

Classify forms of social control used by societies - give examples

Analyze functions of deviance

Discover origins and characteristics of social stratification - gender, sexual orientation, race, ethnicity, disabilities

Distinguish reasons for social stratification

Identify the impact of social stratification on individuals

Identify the characteristics of classes within the United States

Identify the factors that influence class in the United States

Identify the factors that influence class mobility

Transfer Goals

Students will be able to independently describe how society uses deiviant behavior as a tool for protection

Students will have the ability to independently assess the factors that enable society to use deviant behavior to exert control over its members

Students will have the ability to independently express the ways in which deviant behavior is defined by the social norms of the people within it.

Resources

Sociology in Our World 6th edition: textbook

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

The Society Pages: Sociology Toolbox

https://thesocietypages.org/toolbox/teaching_sociology/

American Sociology Association

https://www.asanet.org/teaching-learning/resources-high-school-sociology

Teaching High School Sociology

http://teachinghighschoolsociology.blogspot.com/#sthash.DaKVtkUb.dpbs

Revise Sociology

https://revisesociology.com/good-sociology-sites/

Sociology Central:

http://www.sociology.org.uk/rload.htm

Video Resources:

http://sociologythroughdocumentaryfilm.pbworks.com/w/page/17194965/FrontPage

https://freedomtoteach.collins.co.uk/influential-inspirational-films-sociology-students/

Additional Online Resources:

https://www.albert.io/

https://newsela.com/

https://guides.jstor.org/sociology

Pew Research Center

Upfront Scholastic Magazine

Simply Psychology

Ed Puzzle

Ted Talks

Openstax

Nearpod

Kahoot

Stanford Education Group

Washington Post

Foreign Policy Magazine

The Guardian

New York Times

Pew Research Center

Upfront Scholastic Magazine

Simply Psychology

Ed Puzzle

Ted Talks

Openstax

Nearpod

Kahoot

Stanford Education Group

News publications, including but not limited to NYTimes, Washington Post.

Foreign Policy Magazine

The Guardian

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Modifications for Text levels/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

AI - Gemini, Magicschoolai, Copilot etc.

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit