

# Unit 2: The Individual in Society

Content Area:     **Template**  
Course(s):  
Time Period:  
Length:  
Status:            **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Unit 2: The Individual in Society

### Learning Objectives

- Compare the theories that have been proposed to explain deviance.
- Explain how a person’s sense of self emerges.
- Explain the characteristics of the American criminal-justice system.
- Explain the nature and social functions of deviance.
- Explain why family and education are important social institutions.
- Identify and describe the theories that have been put forth to explain the process of socialization.
- Identify the most important agents of socialization in the United States.
- Identify the principal types of crime in the United States.

### Standards

SOC.6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.  Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
SOC.6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
SOC.6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
SOC.6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

## **Instructional Tasks/Activities**

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- Students will analyze gangs by using the four theoretical perspectives which are: Strain theory, control theory, cultural transmission theory, and labeling theory.
- Students will begin by defining all key terms.
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- Students will complete a practice quiz.
- Students will complete a practice quiz.
- Students will complete a teacher made test titled “Deviance and Social Control.”
- Students will complete a teacher made test titled “Socializing the Individual.”
- Students will complete the section reviews found at the end of each section from the text.
- Students will complete the section reviews which include identifying key terms and people and answering questions covering key concepts.
- Students will create a pamphlet on criminal justice and the corrections system.
- Students will read the U.S. Constitution and locate and discuss sections that focus on the rights of crime victims and of individuals accused of crime.
- Students will use provided Internet links to conduct a report on state and local crime statistics.
- Students will use provided Internet links to conduct research on the growth in the trend of prison privatization.
- Students will use provided Internet links to research and profile the socialization theories of Locke, Cooley, or Mead.
- Students will use provided Internet links to research the influence of heredity and environment on individual personality, then write a paper on which factor they consider more influential.
- Students will use provided Internet links to research the influence of television in the socialization process.
- Students will work in groups to locate and collect magazine pictures to create an annotated visual essay on George Herbert Mead’s theory of self.

## **Assessment Procedure**

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- class discussions
- class projects including short papers/essays
- Classroom Total Participation Technique
- Classwork
- classwork/homework
- Daily journals
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot

- Other named in lesson
- Peer Review
- Performance
- power points
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- teacher observation
- Test
- tests/quizzes
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating

- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Resources**

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- Other Internet sites provided by the teacher and text book
- Power Point
- Sociology: The Study of Human Relationships
- Teacher made handouts
- Word
- [www.go.hrw.com](http://www.go.hrw.com)