



Indiana Content Standards for Educators

SOCIAL STUDIES—SOCIOLOGY

Sociology teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

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Social Studies–Sociology Educator Standards

Standard 1: Sociological Terms, Concepts, and Perspectives

Sociology teachers have a broad and comprehensive understanding of sociological terms, concepts, thinkers, and theoretical perspectives.

Standard 2: Sociological Research Skills

Sociology teachers have a broad and comprehensive understanding of methods for conducting sociological inquiries and analyzing and interpreting sociological information.

Standard 3: Culture, Society, and Socialization

Sociology teachers have a broad and comprehensive understanding of culture, cultural transmission, and factors influencing the development of personal identity and social values and beliefs.

Standard 4: Social Groups and Social Interactions

Sociology teachers have a broad and comprehensive understanding of ways in which social groups and institutions impact individual and social needs and provide a context for social interaction.

Standard 5: Social Stratification, Deviance, and Social Control

Sociology teachers have a broad and comprehensive understanding of the causes and effects of social inequality, theories of deviance and crime, and the maintenance of social order.

Standard 6: Demographics, Collective Behavior, and Social Change

Sociology teachers have a broad and comprehensive understanding of population demographics and concepts and developments related to the changing nature of society.

Standard 7: Sociology Instruction and Assessment

Sociology teachers have a broad and comprehensive understanding of content-specific instruction and assessment in sociology.

The Indiana Educator Standards for Social Studies–Sociology describe the knowledge and skills that teachers need to help students achieve the learning outcomes defined by the Indiana Academic Standards for Social Studies. The Indiana Academic Standards can be found [here](#).

Standard 1: Sociological Terms, Concepts, and Perspectives

Sociology teachers have a broad and comprehensive understanding of sociological terms, concepts, thinkers, and theoretical perspectives, including:

- 1.1 status, ethnocentrism, socialization, pluralism, diversity, colonization, and other basic sociological terms and concepts
- 1.2 the emergence of sociology as a social science
- 1.3 the historical development of major ideas and theoretical perspectives in sociology and the contributions of important sociologists
- 1.4 the relationship between sociology and other social and natural sciences
- 1.5 application of sociological concepts and theoretical perspectives to other fields of study such as economics, business, agriculture, physical education, and government

Standard 2: Sociological Research Skills

Sociology teachers have a broad and comprehensive understanding of methods for conducting sociological inquiries and analyzing and interpreting sociological information, including:

- 2.1 research methods and procedures used by sociologists
- 2.2 techniques and instruments for collecting and organizing sociological data
- 2.3 characteristics and uses of reference and other sources employed in sociological research
- 2.4 use of electronic technologies in sociological research
- 2.5 ethical considerations in sociological research
- 2.6 how to identify purpose, point of view, and central questions in sociological studies
- 2.7 how to analyze generalizations and conclusions presented in sociological arguments and interpretations
- 2.8 how to interpret sociological data presented in graphic formats
- 2.9 how to communicate sociological information, analysis, and interpretations in effective written forms

Standard 3: Culture, Society, and Socialization

Sociology teachers have a broad and comprehensive understanding of culture, cultural transmission, and factors influencing the development of personal identity and social values and beliefs, including:

- 3.1 major components of culture and the difference between culture and society
- 3.2 processes involved in the development, transmission, and perpetuation of culture
- 3.3 social customs, values, norms and mores and ways in which common values and beliefs develop within societies
- 3.4 major theoretical perspectives on socialization and factors that influence the socialization process
- 3.5 processes of socialization and their influence on the emergence of personal identity and a sense of self
- 3.6 the effect of social, cultural, and economic factors on the formation of individual values, beliefs, and attitudes
- 3.7 ways in which science and technology influence core social values and beliefs and the social changes resulting from scientific research and technological innovations

Standard 4: Social Groups and Social Interactions

Sociology teachers have a broad and comprehensive understanding of ways in which social groups and institutions impact individual and social needs and provide a context for social interaction, including:

- 4.1 characteristics, structures, and functions of different types of groups and factors affecting group dynamics
- 4.2 race, ethnic, and gender relations and the effects of stereotyping, ethnocentrism, acts of altruism, discrimination, and related behaviors and practices on group interactions
- 4.3 the six basic social institutions (i.e., family, economic system, religion, education, political system, and health and medicine) and their roles in meeting individual and social needs, providing continuity, and contributing to social change
- 4.4 types of formal organizations, factors influencing their evolution, and the characteristics of bureaucratic organizations
- 4.5 interactions between individuals and groups within various types of social institutions and organizations
- 4.6 social status, social roles, and their effects on human interactions
- 4.7 the culture and structure of pluralistic versus homogeneous societies

Standard 5: Social Stratification, Deviance, and Social Control

Sociology teachers have a broad and comprehensive understanding of the causes and effects of social inequality, theories of deviance and crime, and the maintenance of social order, including:

- 5.1 different types of social hierarchies and the ways in which social levels and distinctions emerge and evolve within societies
- 5.2 the causes, functions, and effects of social stratification
- 5.3 the relationship of social class, gender, race, ethnicity, and age to social inequalities
- 5.4 male-female differences and issues of gender from a global perspective
- 5.5 aging and the sociology of death and dying in historical and contemporary world societies
- 5.6 types and functions of social mobility and factors that encourage or impede individual social movement
- 5.7 theoretical explanations of deviance and crime and the individual and social consequences of deviant behavior
- 5.8 differing conceptions of deviance, normality, and crime in diverse social and cultural contexts
- 5.9 sources of social order and agents and methods of social control in different types of societies
- 5.10 how groups and institutions promote social obedience and impose conformity

Standard 6: Demographics, Collective Behavior, and Social Change

Sociology teachers have a broad and comprehensive understanding of population demographics and concepts and developments related to the changing nature of society, including:

- 6.1 factors influencing births, deaths, migrations, and other demographic changes, and reasons for population growth and decline
- 6.2 the causes and social and cultural effects of urbanization and industrialization
- 6.3 contemporary national, regional, and global demographic trends and their implications for human societies
- 6.4 forms and theories of collective behavior
- 6.5 the formation, characteristics, and stages of social movements
- 6.6 the causes of social continuity, conflict, and change
- 6.7 the processes of social change in traditional, modern, and postmodern societies
- 6.8 the role of the mass media and its influence on social change
- 6.9 modernization and globalization, and their impact on diverse contemporary societies

Standard 7: Sociology Instruction and Assessment

Sociology teachers have a broad and comprehensive understanding of content-specific instruction and assessment in sociology, including:

- 7.1 the Indiana Academic Standards and Core Standards for Social Studies
- 7.2 the NCSS National Standards for Social Studies Teachers and the ISTE technology standards
- 7.3 instructional strategies and resources for promoting student understanding of concepts and skills related to sociology
- 7.4 strategies and skills for planning and designing sociology instruction, including the use of techniques and approaches that meet the needs of diverse learners
- 7.5 instructional strategies for promoting student learning and fostering the development of critical-thinking, problem-solving, and performance skills in the social studies
- 7.6 communication methods that promote student learning and foster active inquiry, interaction, and collaboration in the social studies classroom
- 7.7 strategies and skills for selecting, adapting, and using technological resources to enhance teaching and learning about sociology
- 7.8 strategies and skills for effectively assessing student understanding and mastery of essential sociology concepts and skills

Selected Bibliography of Standards and Sources Related to Social Studies–Sociology

State and National Standards and Curriculum Frameworks

1. Indiana Department of Education. (2008). *Indiana academic standards for sociology*.
<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/socialstudies.shtml>
2. Indiana Department of Education. (2008). *Indiana core standards: Core academic concepts across the K–12 curriculum (A companion to Indiana's academic standards): social studies*.
<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/docs-Core/2008-06-09-CoreStandards-SocStudies.pdf>
3. Council of Chief State School Officers (CCSSO)/National Governors Association (NGA). (2010). *Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects*. http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
4. National Council for the Social Studies. (2002). *National standards for social studies teachers: Vol. 1*. Silver Spring, MD: National Council for the Social Studies.
<http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>
5. American Sociological Association Task Force on a College Level Introduction to Sociology Course. (n.d.). *College-level sociology curriculum for Introduction to Sociology*.
6. International Society for Technology in Education (ISTE). (2008). *National educational technology standards for teachers*.
http://www.iste.org/Libraries/PDFs/NETS_for_Teachers_2008_EN.sflb.ashx

Sources on Social Studies–Sociology Content

7. Ballantine, J. H., Roberts, K. A. (Eds.). (2010). *Our social world: An introduction to sociology* (3rd ed.). Thousand Oaks, CA: Pine Forge Press.
8. DeCesare, M. (2008). Sociology in U.S. high schools. *Teaching Sociology*, 36(3), 254–261.
9. Andriot, A. L. (2007). A comparative analysis of existing standards for high school sociology curricula. *Teaching Sociology*, 35(1), 17–30.
10. Persell, C. H., Pfeiffer, K. M., & Syed, A. (2007). What should students understand after taking Introduction to Sociology? *Teaching Sociology*, 35(4), 300–314.
11. Cappell, C. L., & Kamens, D. H. (2002). Curriculum assessment: A case study in sociology. *Teaching Sociology*, 30(4), 467–494.

Sources on Student Learning and Pedagogical Methodology

12. Persell, C. H., Pfeiffer, K. M., & Syed, A. (2008). How sociological leaders teach: Some key principles. *Teaching Sociology*, 36(2), 108–124.
13. Atkinson, M., Czaja, R. F., & Brewster, Z. B. (2006). Integrating sociological research into large introductory courses: Learning content and increasing quantitative literacy. *Teaching Sociology*, 34(1), 54–64.
14. DeCesare, M. (2005). The high school sociology teacher. *Teaching Sociology*, 33(4), 345–354.
15. Caldwell, A. (Ed.). (2004). *Critical thinking in the sociology classroom*. Washington, DC: American Sociological Association.
16. Snowden, M. (2004). Learning communities as transformative pedagogy: Centering diversity in introductory sociology. *Teaching Sociology*, 32(3), 291–303.

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Social Studies—Sociology	Indiana Academic Standards for Social Studies	Common Core State Standards for History/Social Studies	NCSS National Standards for Social Studies Teachers	ISTE National Educational Technology Standards
<u>Standard 1: Sociological Terms, Concepts, and Perspectives</u> Sociology teachers have a broad and comprehensive understanding of sociological terms, concepts, thinkers, and theoretical perspectives.	S.1.1-1.4; S.1.10; S.3.3-3.4; S.8.9		IA1; IA4-IA5	
<u>Standard 2: Sociological Research Skills</u> Sociology teachers have a broad and comprehensive understanding of methods for conducting sociological inquiries and analyzing and interpreting sociological information.	S.1.5-1.8; S.1.11; S.3.4-3.5; S.5.7; S.6.10-6.11; S.7.8; S.8.4; S.8.10	Reading 6-8, 1-10; Reading 9-10, 1-10; Reading 11-12, 1-10 Writing 6-8, 1-10; Writing 9-10, 1-10; Writing 11-12, 1-10	IA1; IA4-IA5	3a-d; 4a-d
<u>Standard 3: Culture, Society, and Socialization</u> Sociology teachers have a broad and comprehensive understanding of culture, cultural transmission, and factors influencing the development of personal identity and social values and beliefs.	S.2.1-2.3; S.2.5; S.2.7; S.4.4; S.4.6; S.4.12; S.5.3; S.5.9; S.6.4-6.5; S.6.9; S.6.12; S.8.1		IA1; IA4-IA5; IA8	

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Indiana Educator Standards for Social Studies—Sociology	Indiana Academic Standards for Social Studies	Common Core State Standards for History/Social Studies	NCSS National Standards for Social Studies Teachers	ISTE National Educational Technology Standards
<u>Standard 4: Social Groups and Social Interactions</u> Sociology teachers have a broad and comprehensive understanding of ways in which social groups and institutions impact individual and social needs and provide a context for social interaction.	S.2.4-2.7; S.2.11; S.3.1-3.2; S.4.1-4.4; S.4.8-4.11; S.5.1-5.2; S.5.4-5.6; S.5.8-5.10; S.8.11		IA1; IA4-IA5	
<u>Standard 5: Social Stratification, Deviance, and Social Control</u> Sociology teachers have a broad and comprehensive understanding of the causes and effects of social inequality, theories of deviance and crime, and the maintenance of social order.	S.2.11-2.12; S.4.5-4.7; S.4.11-4.12; S.5.9; S.6.10; S.7.1; S.7.3-7.6; S.8.1; S.8.5		IA1; IA4-IA5	
<u>Standard 6: Demographics, Collective Behavior, and Social Change</u> Sociology teachers have a broad and comprehensive understanding of population demographics and concepts and developments related to the changing nature of society.	S.2.8; S.5.12; S.6.1-6.3; S.6.6-6.8; S.7.2; S.8.2-8.3; S.8.5-8.9		IA1-IA2; IA4-IA5; IA10	

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Indiana Educator Standards for Social Studies—Sociology	Indiana Academic Standards for Social Studies	Common Core State Standards for History/Social Studies	NCSS National Standards for Social Studies Teachers	ISTE National Educational Technology Standards
<u>Standard 7: Sociology Instruction and Assessment</u> Sociology teachers have a broad and comprehensive understanding of content-specific instruction and assessment in sociology.	S.2.10-2.11; S.7.8	Reading 6-8, 1-10; Reading 9-10, 1-10; Reading 11-12, 1-10 Writing 6-8, 1-10; Writing 9-10, 1-10; Writing 11-12, 1-10	II.1	1a-d; 2a-d; 3a-d; 4a-d; 5a-d