Indiana Academic Standards Resource Guide

Sociology

Updated October 2021
# Table of Contents

Appendix A: Teacher Resource Guide .................................................................................. 3-12

Standard 1 – Foundations of Sociology as a Social Science ........................................ 3-5
Standard 2 – Culture ........................................................................................................ 5-6
Standard 3 – Socialization ............................................................................................. 6
Standard 4 – Social Stratification .................................................................................. 7
Standard 5 – Sociology of Gender ................................................................................ 8
Standard 6 – Sociology of Groups ................................................................................ 9
Standard 7 – Social Institutions ................................................................................... 10
Standard 8 – Social Change ......................................................................................... 10
Standard 9 – Social Problems ...................................................................................... 11
Standard 10 – Individual and Community ................................................................. 11
Standard 11 – Deviance and Social Control ............................................................... 12

Appendix B: Depth of Knowledge Chart ....................................................................... 13
This Teacher Resource Guide has been developed to provide supporting materials to help educators successfully implement the social studies standards. These resources are provided to help you in your work to ensure all students meet the rigorous learning expectations set by the Academic Standards. Use of these resources is optional – teachers should decide which resource will work best in their school for their students.

This resource document is a living document and will be frequently updated. Please send any suggested links and report broken links to:

Adam McMickle
Social Studies Specialist
Indiana Department of Education
amcmickle@doe.in.gov
317-234-5599

The links compiled and posted in this Resource Guide have been provided by the Department of Education and other sources. The DOE has not attempted to evaluate any posted materials. They are offered as samples for your reference only and are not intended to represent the best or only approach to any particular issue. The DOE does not control or guarantee the accuracy, relevance, timeliness, or completeness of information contained on a linked website; does not endorse the views expressed or services offered by the sponsor of a linked website; and cannot authorize the use of copyrighted materials contained in linked websites. Users must request such authorization from the sponsor of the linked website.

Standard 1 — Foundations of Sociology as a Social Science
Students describe the development of sociology as a social science, by identifying methods and strategies of research and by examining the contributions of sociology to the understanding of social issues.

- [http://indiana.nbclearn.com/](http://indiana.nbclearn.com/) NBC Learn
- [http://www.asanet.org/about/sociology.cfm](http://www.asanet.org/about/sociology.cfm) ASA: What is Sociology?
- [http://sociology.unc.edu/undergraduate-program/sociology-major/what-is-sociology](http://sociology.unc.edu/undergraduate-program/sociology-major/what-is-sociology) What is Sociology?
- [http://www.asanet.org/introtosociology/teacherresources/ContentsForTeaResources.html](http://www.asanet.org/introtosociology/teacherresources/ContentsForTeaResources.html) Sociology Resources
- [http://mediaspecialistsguide.blogspot.com/2012/03/teach-sociology-check-out-these-20.html](http://mediaspecialistsguide.blogspot.com/2012/03/teach-sociology-check-out-these-20.html) Sociology Resources - Several PowerPoint’s
- [http://www.sociology.org.uk/](http://www.sociology.org.uk/) Sociology Central
- [http://tso.sagepub.com/](http://tso.sagepub.com/) Sage – Teaching Sociology
- [http://www.asanet.org/teaching/HighSchool.cfm](http://www.asanet.org/teaching/HighSchool.cfm) ASA – Resources for High School Sociology
- [http://www.tes.co.uk/sociology-secondary-teaching-resources/](http://www.tes.co.uk/sociology-secondary-teaching-resources/) TES Connect – Sociology Teaching Resources
- [http://www.sparknotes.com/sociology/introduction-to-sociology/context.html](http://www.sparknotes.com/sociology/introduction-to-sociology/context.html) Spark Notes: Definition of Sociology
• [https://www.youtube.com/watch?v=LK5J0-cM-HE&safe=active](https://www.youtube.com/watch?v=LK5J0-cM-HE&safe=active) What is Sociology – YouTube video
• [https://www.youtube.com/watch?v=HcVuq1pI0Pc&safe=active](https://www.youtube.com/watch?v=HcVuq1pI0Pc&safe=active) YouTube – A Brief History of Sociology
• [http://cnx.org/content/m42794/latest/?collection=col11407/latest](http://cnx.org/content/m42794/latest/?collection=col11407/latest) Openstax: The History of Sociology
• [http://www.slideshare.net/jacobaddotta/important-people-in-sociology](http://www.slideshare.net/jacobaddotta/important-people-in-sociology) Slide Share: Important People in Sociology
• [http://www.sparknotes.com/sociology/deviance/section2.rhtml](http://www.sparknotes.com/sociology/deviance/section2.rhtml) Spark Notes: Symbolic Interactionist Perspective
• [https://laulima.hawaii.edu/access/content/user/kfrench/sociology/The%20Three%20Main%20Sociological%20Perspectives.pdf](https://laulima.hawaii.edu/access/content/user/kfrench/sociology/The%20Three%20Main%20Sociological%20Perspectives.pdf) The Three Main Sociological Perspectives – pdf

**Standard 2 — Culture**

Students examine the influence of culture on the individual and the way cultural transmission is accomplished. Students study the way culture defines how people in a society behave in relation to groups and to physical objects. They also learn that human behavior is learned within the society. Through the culture, individuals learn the relationships, structures, patterns and processes to be members of the society.

• [https://www.cliffsnotes.com/study-guides/sociology/culture-and-societies/cultural-values](https://www.cliffsnotes.com/study-guides/sociology/culture-and-societies/cultural-values) Cliffs Notes: Cultural Values
• [https://www.cliffsnotes.com/study-guides/sociology/culture-and-societies/cultural-norms](https://www.cliffsnotes.com/study-guides/sociology/culture-and-societies/cultural-norms) Cliffs Notes: Cultural Norms
• [https://www.cliffsnotes.com/study-guides/sociology/culture-and-societies/cultural-diversity](https://www.cliffsnotes.com/study-guides/sociology/culture-and-societies/cultural-diversity) Cliffs Notes: Cultural Diversity
Standard 3 – Socialization
Students examine the process by which people develop their human potential and learn culture. Socialization will be considered as a lifelong process of human social experience.

- http://www.sparknotes.com/sociology/socialization/section1.rhtml Spark Notes: Primary Socialization
- http://www.slideshare.net/MeeliiV/socialization-through-the-life-course Slideshow: Socialization through the Life Course
- http://kccesl.tripod.com/hypertextstudy/printtext.html Socialization and Culture
- http://publishing.cdlib.org/ucpressebooks/view?docId=ft1p300479:chunk.id=0:doc.view=print Socialization and Cultural Communication
- http://sociology.about.com/od/Profiles/pr/George-Herbert-Mead.htm About.com: Contributions of George Herbert Mead
- http://www.iep.utm.edu/mead/ George Herbert Mead
- http://plato.stanford.edu/entries/mead/ George Herbert Mead
- http://www.theas.net/about/presidents/Charles_Cooley.cfm ASA: Charles Horton Cooley
- http://sociology.about.com/od/R_Index/g/Rite-Of-Passage.htm About.com: Rites of Passage
- http://www.slideshare.net/MeeliiV/agents-of-socialization Slide Share: Agents of Socialization

Standard 4 — Social Stratification
Students identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.

- http://www.tutor2u.net/sociology/social-differentiation-stratification.html Tutor2u: What is Stratification?
- https://www.youtube.com/watch?v=mr_TdZFUTJU YouTube: Stratification
Standard 5 – Sociology of Gender

Students learn to differentiate between the biological differences that divide the human population into male and female, and gender which is the personal traits and social positions that members of a society attach to being male or female. The development and changes in gender roles over time will be examined.

Standard 6 — Sociology of Groups

Students explore the impacts of social groups on individual and group behavior. They understand that social groups are comprised of people who share some common characteristics, such as common interests, beliefs, behavior, feelings, thoughts and contact with each other.
Standard 7 — Social Institutions
Students identify the effects of social institutions on individual and group behavior. They understand that social institutions are the social groups in which an individual participates, and that these institutions influence the development of the individual through the socialization process.

- [http://yale.edu/ynhti/curriculum/units/1987/5/87.05.03.x.html](http://yale.edu/ynhti/curriculum/units/1987/5/87.05.03.x.html) Yale/Effect of Social Institutions on Behavior

Standard 8 — Social Change
Students examine the changing nature of society. They explain that social change addresses the disruption of social functions caused by numerous factors and that some changes are minor and others are major.

- [http://cnx.org/content/m42979/latest/?collection=col11407/latest](http://cnx.org/content/m42979/latest/?collection=col11407/latest) Openstax – Collective Behavior
Standard 9 — Social Problems

Students analyze a range of social problems in today’s world. Social problems result from imbalances within the social system and affect a large number of people in an adverse way.

- [http://www.people.vcu.edu/~jmahoney/define.htm](http://www.people.vcu.edu/~jmahoney/define.htm) Defining Social Problems

Standard 10 — Individual and Community

Students examine the role of the individual as a member of the community. They also explore both individual and collective behavior.

- [http://cec.vcn.bc.ca/cmp/whatcom.htm](http://cec.vcn.bc.ca/cmp/whatcom.htm) What is a Community?
- [http://www.infoplease.com/biography/activists.html](http://www.infoplease.com/biography/activists.html) Infoplease - list of several social movement leaders

Standard 11 – Deviance and Social Control

Students examine all types of deviant behavior from all three sociological perspectives as well as the means and methods of social control.

Depth of Knowledge (DOK) Levels

**Level One** (Recall)
- Describe
- List
- Identify
- Label

**Level Two** (Skill/Concept)
- Explain
- Interpret
- Use
- Quote

**Level Three** (Strategic Thinking)
- Formulate
- Collect and Display
- Hypothesize
- Recognize

**Level Four** (Extended Thinking)
- Critique
- Analyze
- Create
- Prove

---

**Level One Activities**
- Recall elements and details of story structure, such as sequence of events, character, plot and setting.
- Conduct basic mathematical calculations.
- Label locations on a map.
- Represent in words or diagrams a scientific concept or relationship.
- Perform routine procedures like measuring length or using punctuation marks correctly.
- Describe the features of a place or people.

**Level Two Activities**
- Identify and summarize the major events in a narrative.
- Use context cues to identify the meaning of unfamiliar words.
- Solve routine multiple-step problems.
- Describe the cause/effect of a particular event.
- Identify patterns in events or behavior.
- Formulate a routine problem given data and conditions.
- Organize, represent and interpret data.

**Level Three Activities**
- Support ideas with details and examples.
- Use voice appropriate to the purpose and audience.
- Identify research questions and design investigations for a scientific problem.
- Develop a scientific model for a complex situation.
- Determine the author’s purpose and describe how it affects the interpretation of a reading selection.
- Apply a concept in other contexts.

**Level Four Activities**
- Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
- Apply mathematical model to illuminate a problem or situation.
- Analyze and synthesize information from multiple sources.
- Describe and illustrate how common themes are found across texts from different cultures.
- Design a mathematical model to inform and solve a practical or abstract situation.

---