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DEPARTMENT OF EDUCATION

Working Together for Student Success



Indiana Academic Standards

Sociology

Crosswalk

2014 Standard Language	2020 Standard Language	Changes
Sociology		
Standard 1: Foundations of Sociology as a Social Science		
S.1.1: Define sociology and trace its development as a distinct discipline.	S.1.1: Define sociology and trace its development as a distinct discipline.	No change
S.1.2: Identify key figures in the development of the discipline of sociology.	S.1.2: Identify key figures in the development of the discipline of sociology.	No change
S.1.3: Illustrate the relationship of sociology to the other social science disciplines, including history, economics, psychology, and political science.	S.1.3: Illustrate the relationship of sociology to the other social science disciplines, including history, economics, psychology, and political science.	No change
S.1.4: Explain the major theoretical perspectives (paradigms) common to sociology including structural functional, symbolic interaction, and conflict theory. Identify key theorists with each. Demonstrate how each perspective sheds light on human social behavior.	S.1.4: Explain the major theoretical perspectives (paradigms) common to sociology including structural functional, symbolic interaction, and conflict theory. Identify key theorists with each. Demonstrate how each perspective sheds light on human social behavior.	No change
S.1.5: Describe how observations become generalizations which become theories through replication with the use of the scientific method.	S.1.5: Describe how observations test hypotheses which become theories through replication with the use of the scientific method.	Removed <i>become generalizations</i> Added <i>test hypotheses</i>
S.1.6: Identify the research methods commonly used by sociologists including survey	S.1.6: Identify the research methods commonly used by sociologists including survey	Removed <i>laboratory method</i> Added <i>controlled experiments</i>

research, content/historical analysis, secondary analysis, laboratory method, observation, participant observation, and case study. Explain the strengths and weaknesses of each.	research, content/historical analysis, secondary analysis, controlled experiments, observation, participant observation, and case study. Explain the strengths and weaknesses of each.	
S.1.7: Distinguish fact from opinion in data sources to analyze various points of view about a social issue.	S.1.7: Distinguish fact from opinion in data sources.	Removed <i>to analyze various points of view about a social issue</i>
S.1.8: Develop a research design applying appropriate methodology and use of the scientific method as it applies to social scientific research; include the development of a hypothesis, data collection, data interpretation, and drawing conclusions.	S.1.8: Develop a research design and use of the scientific method as it applies to social scientific research; include the development of a hypothesis, data collection, data interpretation, and drawing conclusions.	Removed <i>applying appropriate methodology</i>
S.1.9: Prepare original written and oral reports and presentations on specific events, people or historical eras as related to sociological research.	S.1.9: Prepare original written and oral reports and presentations on specific events, people or historical eras as related to sociological research.	No change
Standard 2: Culture		
S.2.1: Define culture as a human survival strategy; identify the material and non-material components of culture.	S.2.1: Define culture and identify the material and non-material components of culture.	Removed <i>as a human survival strategy</i> Added <i>and</i>
S.2.2: Explain the differences between the concepts: culture and society.	S.2.2: Explain the differences between the concepts: culture and society.	No change
S.2.3: Identify and apply	S.2.3: Identify and apply	No change

elements of nature vs. nurture in explaining human social behavior.	elements of nature vs. nurture in explaining human social behavior.	
S.2.4: Identify American cultural values; explain how the U.S. is a heterogeneous society.	S.2.4: Identify American cultural values; explain how the U.S. is a heterogeneous society.	No change
S.2.5: Identify culture conflict, cultural similarity, cultural diversity.	S.2.5: Identify culture conflict, cultural similarity, cultural diversity.	No change
S.2.6: Explain the relationship between norms and values; explain how norms develop and change in a society; distinguish between folkways and mores.	S.2.6: Explain the relationship between norms and values; explain how norms develop and change in a society; distinguish between folkways and mores.	No change
S.2.7: Define and explore the defining characteristics of subcultures in the United States.	S.2.7: Define and explore the defining characteristics of subcultures and countercultures in the United States.	Added <i>and countercultures</i>
S.2.9: Prepare original written and oral reports and presentations on specific events, people, or historical eras as related to sociological research.		2014 standard indicator S.2.9 removed from standards.
S.2.10: Identify both rights and responsibilities the individual has to the group.	S.2.9: Identify both rights and responsibilities the individual has to the group.	2014 standard indicator S.2.10 becomes standard indicator S.2.9 in 2020.
S.2.11: Explain how functionalists, interactionists, and conflict theorists differ in their view of culture.	S.2.10: Explain how functionalists, interactionists, and conflict theorists differ in their view of culture.	2014 standard indicator S.2.11 becomes standard indicator S.2.10 in 2020.

Standard 3: Socialization

S.3.1: Define socialization as a process unique to humans that takes place from birth to death, and how it changes through the life cycle.	S.3.1: Define socialization as a process that takes place from birth to death, and how it changes throughout the life cycle.	Removed <i>unique to humans</i>
S.3.2: Explain how the self-concept is formed using the interactionist perspective.	S.3.2: Explain how the self-concept is formed using the interactionist perspective.	No change
S.3.3: Explain how human capacity for extensive symbolic communication allows for socialization and cultural transmission.	S.3.3: Explain how symbolic communication allows for socialization and cultural transmission.	Removed <i>human capacity for extensive</i>
S.3.4: Explore the contributions of George Herbert Mead and Charles Horton Cooley (as well as Freud and Piaget) to the development of theories of self concept.	S.3.4: Explore the contributions of George Herbert Mead and Charles Horton Cooley to the development of theories of self-concept. Explain how psychologists such as Piaget and Freud inspired sociologists to study early childhood development.	Removed (<i>as well as Freud and Piaget</i>) Added <i>Explain how psychologists such as Piaget and Freud inspired sociologists to study early childhood development.</i>
S.3.5: Identify the goals of socialization (transmission of culture including values inculcation, self-control and social control, appropriate role behavior, skills attainment).	S.3.5: Identify the goals of socialization (transmission of culture including values inculcation, self-control and social control, appropriate role behavior, skills attainment).	No change
S.3.6: Identify the major agents of socialization and evaluate the role each plays (family, play group, peer group, school, mass media, job, religion, total institutions, including re-socialization).	S.3.6: Identify the major agents of socialization and evaluate the role each plays (family, play group, peer group, school, mass media, job, religion, total institutions, including re-socialization).	No change
S.3.7: Discuss how societies recognize rites of passage.	S.3.7: Discuss how societies recognize rites of passage.	No change

Standard:4 Social Stratification		
S.4.1: Define stratification as a sociologist would.	S.4.1: Define stratification as a sociologist would.	No change
S.4.2: Examine Weber’s multidimensional model of stratification and compare with Marx’s one dimensional model.	S.4.2: Compare the stratification models of Max Weber and Karl Marx.	Rewritten with similar content.
S.4.3: Identify how different types of societies compare regarding stratification (i.e. competitive vs. noncompetitive, caste and class systems: ascribed vs. achieved status).	S.4.3: Compare the stratification of different societies.	Rewritten with similar content. <i>Moved competitive vs. noncompetitive, caste and class systems: ascribed vs. achieved status to “Examples”.</i>
S.4.4: Explore the origins of stratification in human societies from a functionalist perspective and from a conflict perspective.	S.4.4: Explore stratification from both functionalist and conflict perspectives.	Rewritten with similar content.
S.4.5: Explain how stratification differs from simple inequality and how stratification relates to ideology.	S.4.5: Explain how stratification differs from simple inequality and how stratification relates to ideology.	No change
S.4.6: Explore the consequences (or results) of stratification.	S.4.6: Explore the consequences (or results) of stratification.	No change
S.4.7: Explore stratification and inequality in the United States including its causes and consequences; distinguish between inequality of opportunity and inequality of condition.	S.4.7: Explore stratification and inequality in the United States including its causes and consequences; distinguish between inequality of opportunity and inequality of condition.	No change
S.4.8: Distinguish between the terms role, status, and esteem.	S.4.8: Distinguish between the terms role, status, and esteem.	No change

S.4.9: Explain how roles and role expectations can lead to role conflict.	S.4.9: Explain how roles and role expectations can lead to role conflict.	No change
Standard 5: Sociology of Gender		
S.5.1: Distinguish between biological (ascribed) status and socially assigned gender roles.	S.5.1: Distinguish between biological (ascribed) status and socially assigned gender roles.	No change
S.5.2: Explore how gender role socialization occurs.	S.5.2: Explore how gender role socialization occurs.	No change
S.5.3: Explore sexism in language.	S.5.3: Explore sexism in language.	No change
S.5.4: Describe the functional explanation of gender role socialization and contrast it with the conflict explanation.	S.5.4: Describe the functional explanation of gender role socialization and contrast it with the conflict explanation.	No change
S.5.5: Explore how gender roles differ in different societies and how they change over time.	S.5.5: Explore how gender roles differ in different societies and how they change over time.	No change
S.5.6: Examine gender roles from the functionalist, the interactionist, and the conflict perspectives.	S.5.6: Examine gender roles from the functionalist, the interactionist, and the conflict perspectives.	No change
Standard 6: Sociology of Groups		
S.6.1: Sociologically define social groups and distinguish groups from crowds and aggregates.	S.6.1: Sociologically define social groups and distinguish groups from crowds and aggregates.	No change
S.6.2: Distinguish between primary groups and secondary groups with examples of each.	S.6.2: Distinguish between primary groups and secondary groups with examples of each.	No change
S.6.3: Explore reasons for group formation; distinguish	S.6.3: Explore reasons for group formation; distinguish	No change

instrumental from expressive needs.	instrumental from expressive needs.	
S.6.4: Outline and illustrate the functions of groups both for individual group members and for society.	S.6.4: Explain the functions of groups both for individual group members and for society.	Removed <i>outline and illustrate</i> Added <i>explain</i>
S.6.5: Explain how the importance of primary and secondary groups have changed over time, particularly in relation to pre-industrial and industrial society.	S.6.5: Explain how the importance of primary and secondary groups have changed over time, particularly in relation to pre-industrial and industrial society.	No change
S.6.6: Describe group leadership styles (authoritarian, democratic, laissez-faire) and the functions of each style.	S.6.6: Describe leadership styles (authoritarian, democratic, laissez-faire). Describe the benefits and drawbacks of each style.	Rewritten with similar content.
S.6.7: Define ethnocentrism and explain how it can be beneficial or destructive to a culture.	S.6.7: Define ethnocentrism and explain how it can be beneficial or destructive to a culture.	No change
S.6.8: Define different types of groups (involuntary, voluntary, coercive, reference).	S.6.8: Define different types of groups (involuntary, voluntary, coercive, reference).	No change
S.6.9: Explore the formation of group norms.	S.6.9: Explore the formation of group norms.	No change
S.6.10: Demonstrate democratic approaches to managing disagreements and solving conflicts.		S.6.10 removed from Sociology standards.
Standard 7: Social Institutions		
S.7.1: Define social institutions as made up of norms and values surrounding an activity	S.7.1: Define social institutions as being made up of norms and values, and explain their	Rewritten with similar content.

considered important to society.	importance to society.	
S.7.2: Identify basic social institutions and explain their impact on individuals, groups, and organizations within society and how they transmit the values of society.	S.7.2: Identify basic social institutions and explain their impact on individuals, groups, and organizations within society and how they transmit the values of society.	No change
S.7.3: Discuss the concept of political power and factors that influence political power.	S.7.3: Discuss the concept of political power and factors that influence political power.	No change
S.7.4: Conduct research and analysis on an issue associated with social structure or social institutions.	S.7.4: Conduct research and analysis on an issue associated with social structure or social institutions.	No change
S.7.5: Examine in depth one or more important social institutions (such as marriage, family, education, health care, Judicial, religion) and its functions for society; how conflict theory sees the institution.	S.7.5: Examine one or more important social institutions (such as marriage, family, education, health care, Judicial system, religion) and their functions for society; consider how conflict theory sees the institution.	Removed <i>in depth</i> Added <i>system</i> Removed <i>its</i> Added <i>their</i> Added <i>consider</i>
Standard 8: Collective Behavior and Social Change		
S.8.1: Describe how and why societies change over time.	S.8.1: Describe how and why societies change over time.	No change
S.8.2: Examine various social influences that can lead to immediate and long-term changes.	S.8.2: Examine various social influences that can lead to immediate and long-term changes.	No change
S.8.3: Using an example, describe how collective behavior can influence and change society.	S.8.3: Describe how collective behavior can influence and change society.	Removed <i>using an example</i>

S.8.4: Examine how technological innovations and scientific discoveries have influenced major social institutions.	S.8.4: Examine how technological innovations and scientific discoveries have influenced major social institutions.	No change
S.8.5: Discuss how innovations in science and technology affect social interaction and culture.	S.8.5: Discuss how innovations in science and technology affect social interaction and culture.	No change
S.8.6: Describe how the role of the mass media has changed over time and project what changes might occur in the future.	S.8.6: Describe how the role of the mass media has changed over time and project what changes might occur in the future.	No change
S.8.7: Distinguish major differences between social movements and collective behavior with examples.	S.8.7: Distinguish major differences between social movements and collective behavior with examples.	No change
S.8.8: Investigate the consequences to society as a result of changes.	S.8.8: Investigate the consequences of change to society.	Rewritten with similar content.
S.8.9: Trace the development of the use of a specific type of technology in the community.	S.8.9: Trace the development of the use of a specific type of technology in the community.	No change
S.8.10: Cite examples of the use of technology in social research.	S.8.10: Cite examples of the use of technology in social research.	No change
S.8.11: Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.	S.8.11: Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.	No change
Standard 9: Social Problems		
S.9.1: Identify characteristics of a social problem as opposed to	S.9.1: Identify characteristics of a social problem as opposed to	No change

an individual problem.	an individual problem.	
S.9.2: Describe how social problems have changed over time.	S.9.2: Describe how social problems have changed over time.	No change
S.9.3: Explain how patterns of behavior are found with certain social problems.	S.9.3: Explain how patterns of behavior are found with certain social problems.	No change
S.9.4: Discuss the implications of social problems for society.	S.9.4: Discuss the implications of social problems for society.	No change
S.9.5: Examine how individual and group responses are often associated with social problems.	S.9.5: Examine how individuals and groups respond to social problems.	Removed <i>responses</i> Added <i>respond to</i> Removed <i>are often associated with</i>
S.9.6: Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.	S.9.6: Evaluate possible solutions to social problems and the potential consequences.	Rewritten with similar content.
S.9.7: Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community.	S.9.7: Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community.	No change
S.9.8: Design and carry out school- and community-based projects to address a local aspect of a social problem.	S.9.8: Design and carry out school- and community-based projects to address a local aspect of a social problem.	No change
Standard 10: Individual and Community		
S.10.1: Describe traditions, roles and expectations necessary for a community to continue.	S.10.1: Describe traditions, roles and expectations necessary for a community to continue.	No change

S.10.2: Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.	S.10.2: Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.	No change
S.10.3: Discuss theories that attempt to explain collective behavior.	S.10.3: Discuss theories that attempt to explain collective behavior.	No change
S.10.4: Define a social issue to be analyzed.	S.10.4: Define a social issue to be analyzed.	No change
S.10.5: Examine factors that could lead to the breakdown and disruption of an existing community.	S.10.5: Examine factors that could lead to the breakdown and disruption of an existing community.	No change
S.10.6: Discuss the impact of leaders of different social movements.	S.10.6: Discuss the impact of leaders of different social movements.	No change
S.10.7: Define propaganda and discuss the methods of propaganda used to influence social behavior.	S.10.7: Define propaganda and discuss the methods of propaganda used to influence social behavior.	No change
S.10.8: Discuss both the benefits and social costs of collective behavior in society.	S.10.8: Discuss both the benefits and social costs of collective behavior in society.	No change
S.10.9: Determine a cause-and-effect relationship among historical events, themes, and concepts in United States and world history as they relate to sociology.	S.10.9: Determine a cause-and-effect relationship among historical events, themes, and concepts in United States and world history as they relate to sociology.	No change
S.10.10: Identify a community social problem and discuss appropriate actions to address the problem.		2014 standard indicator S.10.10 was removed.

S.10.11: Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.	S.10.10: Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.	2014 standard indicator S.10.11 became standard indicator S.10.10 in 2020.
Standard 11: Deviance and Social Control		
S.11.1: Define deviance and analyze deviance from a functionalist, a conflict, and an interactionist perspective.	S.11.1: Define deviance and analyze deviance from a functionalist, a conflict, and an interactionist perspective.	No change
S.11.2: Identify formal and informal, as well as positive and negative forms of social control employed in our society.	S.11.2: Identify formal and informal, as well as positive and negative forms of social control employed in our society.	No change
S.11.3: Explore the functions deviance serves as identified by Emile Durkheim.	S.11.3: Explore the functions deviance serves as identified by Emile Durkheim.	No change
S.11.4: Explore explanations of deviance such as Merton's Strain Theory, Sutherland's Differential Association Theory, and Hirschi's Control Theory.	S.11.4: Explore explanations of deviance such as Merton's Strain Theory, Sutherland's Differential Association Theory, and Hirschi's Control Theory.	No change
S.11.5: Identify deviant subcultures.	S.11.5: Identify deviant subcultures.	No change
S.11.6: From a symbolic interaction analysis, examine labeling theory.	S.11.6: Examine labeling theory from a symbolic interactionist perspective.	Rewritten with similar content.
S.11.7: Examine deviance from a conflict perspective.	S.11.7: Examine deviance from a conflict perspective.	No change
S.11.8: Identify types of crime and its consequences.	S.11.8: Identify types of crime and its consequences.	No change