



Dr. Jennifer McCormick
Superintendent of Public Instruction

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.1.5: 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 research, content/historical analysis, secondary analysis, laboratory method, observation, participant observation, and case study. Explain the strengths and weaknesses of each.	S.1.6: Identify the research methods commonly used by sociologists including survey research, content/historical analysis, secondary analysis, controlled experiments, observation, participant observation, and case study. Explain the strengths and weaknesses of each.	Removed <i>laboratory method</i> Added <i>controlled experiments</i>
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>
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 as a <i>human survival strategy</i> Added <i>and</i>
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.3.3: 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 (as well as Freud and Piaget) Added <i>Explain how psychologists such as Piaget and Freud inspired sociologists to study early childhood development.</i>
Standard:4 Social Stratification		
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.
Standard 5: Sociology of Gender		
NOTE: No changes were made to the Standard 5 indicators.		
Standard 6: Sociology of Groups		
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.6.6: 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.6.10: 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 considered important to society.	S.7.1: Define social institutions as being made up of norms and values, and explain their importance to society.	Rewritten with similar content.
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.8.3: 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.8.8: Investigate the consequences to society as a result of changes.	S.8.8: Investigate the consequences of change to society.	Rewritten with similar content.
Standard 9: Social Problems		

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.
Standard 10: Individual and Community		
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.11.6: From a symbolic interaction analysis, examine labeling theory.	S.11.6: Examine labeling theory from a symbolic interactionist perspective.	Rewritten with similar content.