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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:

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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/ NBC Learn  
- http://www.asanet.org/about/sociology.cfm ASA: 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 Sociology Resources  
- http://mediaspecialistsguide.blogspot.com/2012/03/teach-sociology-check-out-these-20.html Sociology Resources - Several PowerPoint's  
- http://www.ehow.com/list_6580994_high-school-sociology-activities.html eHow – High School Sociology Activities  
- http://www.sociosite.net/topics/sociologists.php Famous Sociologists  
- http://www.sociology.org.uk/ Sociology Central  
- http://www.lessonplanet.com/lesson-plans/sociology Lesson Planet – Resources  
http://tso.sagepub.com/  Sage – Teaching Sociology
http://spartacus-educational.com/REVsociology.htm  Spartacus Educational – Sociology Resources
http://www.asanet.org/introtosociology/Documents/Glossary.html  Glossary of Terms
http://www.asanet.org/teaching/HighSchool.cfm  ASA – Resources for High School Sociology
http://www.tes.co.uk/sociology-secondary-teaching-resources/  TES Connect – Sociology Teaching Resources
http://www.asanet.org/introtosociology/teacherresources/RelevantResourceTable.html  Exercises and Resources
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  What is Sociology – YouTube video
http://sociology.about.com/od/Sociology101/a/Introduction-To-Sociology.htm  About.com: What is Sociology?
http://sociology.about.com/od/Sociology101/a/History-Of-Sociology.htm  About.com: History of Sociology
http://wwwfaculty.fairfield.edu/faculty/hodgson/Courses/so11/frameworks/founders.htm  Founders of Sociology
http://ezinearticles.com/?Definition-and-History-of-Sociology&id=6115323  Ezine Articles: Definition and History of Sociology
http://www.youtube.com/watch?v=HcVuq1pI0Pc&safe=active  YouTube – A Brief History of Sociology
http://cnx.org/content/m42794/latest/?collection=col11407/latest  Openstax: The History of Sociology
http://www.sparknotes.com/sociology/major-figures/characters.html  Spark Notes: Sociology Major Figures
http://sociology.about.com/od/Sociology101/tp/Famous-Sociologists.htm  About.com: Key Figures in Sociology
http://www.slideshare.net/jacobaddotta/important-people-in-sociology  Slide Share: Important People in Sociology
http://www.sociosite.net/topics/sociologists.php  SocioSite: Famous Sociologists
http://www.edu.learnsoc.org/Chapters/1%20introduction/3%20history%20of%20sociology.htm  History of Sociology
http://www.sparknotes.com/sociology/deviance/section3.rhtml  Spark Notes: Structural Functional
http://www.sparknotes.com/sociology/deviance/section2.rhtml  Spark Notes: Symbolic Interactionist Perspective
http://laulima.hawaii.edu/access/content/user/kfrench/sociology/The%20Three%20Main%20Sociological%20Perspectives.pdf  The Three Main Sociological Perspectives – pdf
http://www.cliffsnotes.com/sciences/sociology/sociological-research-methods/basic-sociological-research-concepts  Cliffs Notes: Research Concepts

continued on next page
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.
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.soc.ucsb.edu/faculty/baldwin/classes/soc142/scznDEF.html** What is Socialization?
- **http://anthro.palomar.edu/social/soc_1.htm** Socialization
- **http://www.sparknotes.com/sociology/socialization/section1.rhtml** Spark Notes: Primary Socialization
- **https://www.inkling.com/read/sociology-richard-schaefer-9th/chapter-4/socialization-throughout-the** Socialization through the Life Course
- **http://www.slideshare.net/MeeliiV/socialization-through-the-life-course** Slideshare: Socialization through the Life Course
- **http://family.jrank.org/pages/1675/Symbolic-Interactionism-Self-Concept-Formation.html** Self Concept via Interactionism’s Perspective
- **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/p/George-Herbert-Mead.htm** About.com: Contributions of George Herbert Mead
- **http://www.iep.utm.edu/mead/** George Herbert Mead
- **http://www.britannica.com/EBchecked/topic/371433/George-Herbert-Mead** George Herbert Mead
- **http://plato.stanford.edu/entries/mead/** George Herbert Mead
- **http://www.asanet.org/about/presidents/Charles_Cooley.cfm** ASA: Charles Horton Cooley
- **http://anthro.palomar.edu/social/soc_4.htm** Rites of Passage
- **http://sociology.about.com/od/R_Index/g/Rite-Of-Passage.htm** About.com: Rites of Passage
- **https://globalsociology.pbworks.com/w/page/14711154/Agents%20of%20Socialization** Agents of Socialization
- **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](http://www.tutor2u.net/sociology/social-differentiation-stratification.html) Tutor2u: What is Stratification?
- [http://home.earthlink.net/~clevy/Social_Stratification__Chapter_8_.pdf](http://home.earthlink.net/~clevy/Social_Stratification__Chapter_8_.pdf) What is Social Stratification – pdf
- [https://www.boundless.com/definition/social-stratification/](https://www.boundless.com/definition/social-stratification/) Boundless: Social Stratification
- [https://www.youtube.com/watch?v=mr_TdZFUTJU](https://www.youtube.com/watch?v=mr_TdZFUTJU) YouTube: Stratification
- [http://www.brooklynсос.or g/courses/43.1/weber.html](http://www.brooklynсос.or g/courses/43.1/weber.html) Class, Status, and Party
- [http://www.cf.ac.uk/socii/undergraduate/introsoc/weber11.html](http://www.cf.ac.uk/socii/undergraduate/introsoc/weber11.html) Class, Status and Power
- [http://www.historylearningsite.co.uk/stratification.htm](http://www.historylearningsite.co.uk/stratification.htm) Functionalist view on stratification
- [http://cnx.org/content/m42845/latest/?collection=col11407/latest](http://cnx.org/content/m42845/latest/?collection=col11407/latest) Openstax: functionalist/conflict perspectives on social stratification
- [http://www.sociology.org.uk/s1.pdf](http://www.sociology.org.uk/s1.pdf) Stratification and Inequality
- [http://cnx.org/content/m42844/latest/?collection=col11407/latest](http://cnx.org/content/m42844/latest/?collection=col11407/latest) Global Stratification and Inequality
- [http://sociology.about.com/od/R_Index/g/Role-Conflict.htm](http://sociology.about.com/od/R_Index/g/Role-Conflict.htm) About.com: role conflict
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.

- [http://www.people.vcu.edu/~jmahoney/gender101.htm](http://www.people.vcu.edu/~jmahoney/gender101.htm) Gender Roles
- [http://sociology.about.com/od/Disciplines/a/Sociology-Of-Gender.htm](http://sociology.about.com/od/Disciplines/a/Sociology-Of-Gender.htm) About.com Gender
- [https://www.genderspectrum.org/understanding-gender](https://www.genderspectrum.org/understanding-gender) Understanding Gender
- [http://www.faqs.org/health/topics/8/Gender-roles.html](http://www.faqs.org/health/topics/8/Gender-roles.html) Faqs.org/Gender Roles
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.

- [http://www.ehow.com/about_5061311_definition-social-groups.html](http://www.ehow.com/about_5061311_definition-social-groups.html) eHow/Social Groups
- [http://sociology.about.com/od/A_Index/g/Aggregate.htm](http://sociology.about.com/od/A_Index/g/Aggregate.htm) About.com/Aggregates
- [http://www.tomcravens.com/groups.html](http://www.tomcravens.com/groups.html) Social Groups
- [http://www.slideshare.net/clarance1723/primary-and-secondary-groups](http://www.slideshare.net/clarance1723/primary-and-secondary-groups) Slide Share/ Primary and Secondary Groups
- [http://www.slideshare.net/bmcallis/reasons-for-group-formation](http://www.slideshare.net/bmcallis/reasons-for-group-formation) Slide Share/Reasons for Group Formation
- [http://cec.vcn.bc.ca/cmp/modules/bld-grp.htm](http://cec.vcn.bc.ca/cmp/modules/bld-grp.htm) Group Formation
- [http://cnx.org/content/m42831/latest/?collection=col11407/latest](http://cnx.org/content/m42831/latest/?collection=col11407/latest) Openstax/Groups
- [http://psychology.about.com/od/leadership/a/leadstyles.htm](http://psychology.about.com/od/leadership/a/leadstyles.htm) About.com/Leadership Styles
- [http://www.iupui.edu/~anthkb/ethnocen.htm](http://www.iupui.edu/~anthkb/ethnocen.htm) IUPUI/Ethnocentrism
- [http://www.enotes.com/homework-help/what-ethnocentrism-how-can-have-both-positive-440553](http://www.enotes.com/homework-help/what-ethnocentrism-how-can-have-both-positive-440553) eNotes/Positives and Negatives of Ethnocentrism
- [http://www.ehow.com/info_8652383_pros-cons-ethnocentrism.html](http://www.ehow.com/info_8652383_pros-cons-ethnocentrism.html) eHow/Pros and Cons of Ethnocentrism
- [http://www.slideshare.net/egfred/groups-11549387](http://www.slideshare.net/egfred/groups-11549387) Slide Share/Groups
- [http://faculty.frostburg.edu/psyc/southerly/prism/jenny.htm](http://faculty.frostburg.edu/psyc/southerly/prism/jenny.htm) Group Power
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.

- [https://globalsociology.pbworks.com/w/page/14711304/What%20is%20Political%20Sociology](https://globalsociology.pbworks.com/w/page/14711304/What%20is%20Political%20Sociology)  Global Sociology/Politics
- [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
- [http://cnx.org/content/m42948/latest/?collection=col11407/latest](http://cnx.org/content/m42948/latest/?collection=col11407/latest)  Openstax - Social Change
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://instruction.blackhawk.edu/ghoffarth/social%20problems/socunit1.htm](http://instruction.blackhawk.edu/ghoffarth/social%20problems/socunit1.htm) The Sociology of Social Problems
- [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.qvctc.commnet.edu/brian/soc/](http://www.qvctc.commnet.edu/brian/soc/) Sociology 101
- [http://www.infoplease.com/biography/activists.html](http://www.infoplease.com/biography/activists.html) Infoplease - list of several social movement leaders
- [http://www.stanford.edu/class/e297c/war_peace/media/hpropaganda.html](http://www.stanford.edu/class/e297c/war_peace/media/hpropaganda.html) Propaganda
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.

- http://www.valdosta.edu/~klowney/devtheories.htm Sociological Theories to Explain Deviance
- http://www.sparknotes.com/sociology/deviance/section1.rhtml SparkNotes - What is Deviance – from Functionalist, Conflict and Interactionist Perspective
- http://edurkheim.tripod.com/id17.html Tripod – Emile Durkheim
- http://www.criminology.fsu.edu/crimtheory/hirschi.htm Hirschi’s Control Theory
- http://sociology.about.com/od/L_Index/g/Labeling-Theory.htm About.com – Labeling Theory
- http://www.historylearningsite.co.uk/labelling.htm History Learning Site – Labeling Theory
- https://www.inkling.com/read/seeing-sociology-joan-ferrante-1st/chapter-6/module-6-6 Medicalization of Deviance
APPENDIX B

Depth of Knowledge (DOK) Levels

<table>
<thead>
<tr>
<th>Level One Activities</th>
<th>Level Two Activities</th>
<th>Level Three Activities</th>
<th>Level Four Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recalls elements and details of story structure, such as sequence of events, character, plot and setting.</td>
<td>Identify and summarize the major events in a narrative.</td>
<td>Support ideas with details and examples.</td>
<td>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</td>
</tr>
<tr>
<td>Conduct basic mathematical calculations.</td>
<td>Use context cues to identify the meaning of unfamiliar words.</td>
<td>Use voice appropriate to the purpose and audience.</td>
<td>Apply mathematical model to illuminate a problem or situation.</td>
</tr>
<tr>
<td>Label locations on a map.</td>
<td>Solve routine multiple-step problems.</td>
<td>Identify research questions and design investigations for a scientific problem.</td>
<td>Analyze and synthesize information from multiple sources.</td>
</tr>
<tr>
<td>Represent in words or diagrams a scientific concept or relationship.</td>
<td>Describe the cause/effect of a particular event.</td>
<td>Develop a scientific model for a complex situation.</td>
<td>Describe and illustrate how common themes are found across texts from different cultures.</td>
</tr>
<tr>
<td>Perform routine procedures like measuring length or using punctuation marks correctly.</td>
<td>Identify patterns in events or behavior.</td>
<td>Determine the author’s purpose and describe how it affects the interpretation of a reading selection.</td>
<td>Design a mathematical model to inform and solve a practical or abstract situation.</td>
</tr>
<tr>
<td>Describe the features of a place or people.</td>
<td>Formulate a routine problem given data and conditions.</td>
<td>Organize, represent and interpret data.</td>
<td></td>
</tr>
</tbody>
</table>