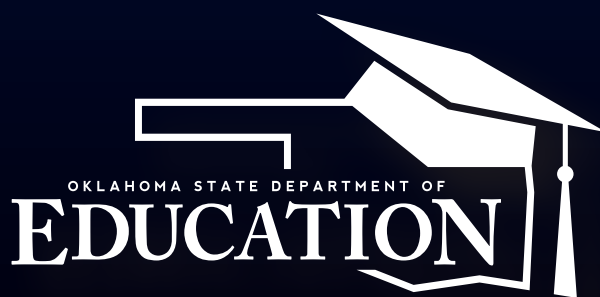




Oklahoma C³ Standards for the Social Studies

THE FOUNDATION, FORMATION, AND TRANSFORMATION
OF THE AMERICAN SYSTEM

PRE-KINDERGARTEN THROUGH HIGH SCHOOL



OKLAHOMA STATE BOARD OF EDUCATION
ADOPTED MARCH 29, 2012

CHAPTER 14

► High School SOCIOLOGY *Formations and Patterns of Group Behavior*

Sociology is the study of human social behavior from a group perspective including recurring patterns of attitudes, actions and reactions, and how these patterns vary in social groups, among cultures, and across time. Students will examine diverse societies, group behavior and social structures, as well as the impact of cultural change on society and using scientific method of sociological thought. As in other social science disciplines, sociology guides students to continue to develop skills in thinking, inquiry and research, and participation in a culturally diverse, democratic society in an interdependent world.

The Common Core History/Social Studies Reading and Writing Literacy Skills are to be integrated throughout all of the content standards and used for instructional delivery of the content.

COMMON CORE STATE STANDARDS READING AND WRITING LITERACY IN HISTORY/SOCIAL STUDIES

The Common Core State Standards Reading and Writing Literacy Standards for Literacy in History/Social Studies in the high school contain two grade bands, 9-10 and 11-12. Since school districts have the option of scheduling high school social studies courses at any grade level 9-12, only the CCSS for Reading and Writing for Grades 9-10 have been included in each high school Social Studies course. If a course is taught at the 11th or 12th grade level, then the CCSS for Reading and Writing Grades 11-12 must be used for social studies literacy instruction. A copy of the CCSS for Reading and Writing Grades 11-12 are found in Appendix C.

Celebrate Freedom Week

In order to educate Oklahoma students about the sacrifices made for freedom on behalf of the country and the values on which this country was founded, November 11 has been designated “Veterans Day,” and the week in which November 11 falls has been designated “Celebrate Freedom Week” for the public schools of Oklahoma. As part of a social studies class, during Celebrate Freedom Week or during another full school week as determined by the local board of education, appropriate instruction concerning the intent, meaning, and importance of the *Declaration of Independence* and the *United States Constitution*, including the *Bill of Rights*, in their historic contexts shall occur.

The study of the *Declaration of Independence* is to include the study and the relationship of ideas expressed in that document to subsequent American history

Students in Grades 3-12 shall study and recite the following from the “social contract” selection of the *Declaration of Independence*:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. –That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

The board of education of each public school district shall ensure that each school in its district will on Veterans Day conduct and observe an appropriate Veterans Day Assembly program of at least one class period that remembers and honors American veterans.

PROCESS AND LITERACY SKILLS

**Process and Literacy Standard 1: Reading Skills.
The student will develop and demonstrate social studies Common Core reading literacy skills.**

- A. Key Ideas and Details
 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- B. Craft and Structure
 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
 5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
 6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- C. Integration of Knowledge and Ideas
 7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
 8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

9. Compare and contrast treatments of the same topic in several primary and secondary sources.

D. Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.

A. Text Types and Purposes

1. Write arguments focused on discipline-specific content.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. (See note; not applicable as a separate requirement)

B. Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

C. Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

D. Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import

CONTENT SKILLS

Content Standard 1: The student will recognize sociology as a social science, identify methods and strategies of research, and examine the contributions of sociology to the understanding of social issues.

1. Describe the development of the field of sociology as a social science.
2. Identify the contributions of leading theorists within sociology including Auguste Comte, Emile Durkheim, Harriet Martineau, Herbert Spencer, Max Weber, C. Wright Mills, Karl Marx, and W.E.B. Dubois.
3. Evaluate different sociological research methods including participant observation, natural observation, library research, questionnaires, experiments, interviews, and case studies.
4. Conduct research on an issue using the scientific method of inquiry including developing a hypothesis, gathering and interpreting data, and drawing conclusions.

Content Standard 2: The student will examine the influence of culture and the way cultural transmission is accomplished.

1. Examine how relationships, structures, patterns, and processes influence culture.
2. Recognize the key components of a culture including knowledge, language and communication, customs, values, and physical artifacts.
3. Explain the differences between a culture and a society.
4. Analyze the influences of genetic inheritance and culture on human behavior including the debate over nature versus nurture.
5. Compare and contrast various subcultures including counter culture, pop culture, ethnic cultures, and religious cultures.
6. Describe factors that have led to cultural diversity within the United States.

Content Standard 3: The student will identify how social status influences individual and group behaviors.

1. Describe how social status affects social order including upper class, middle class, lower class, white-collar professionals, blue-collar workers, and the unemployed.
2. Recognize how role expectations can lead to conflict including gender, age, racial groups, and ethnic groups within different societies.

Content Standard 4: The student will examine how social groups are composed of people who share common characteristics including interests, beliefs, behaviors, and feelings.

1. Examine why individuals become members of or associate with different social groups.
2. Compare and contrast various types of norms including folkways, mores, laws, and taboos, and explain why rules of behavior are considered important to society.
3. Evaluate the characteristics of primary groups including small size, intimate settings, and enduring relationships and how members' behaviors are influenced by the primary groups.
4. Evaluate the characteristics of secondary groups including less permanence, less personal, and having a special purpose, and how members' behaviors are influenced by the secondary groups.
5. Investigate stereotypes of different groups including gangs, baby boomers, immigrants, and the homeless.

Content Standard 5: The student will identify the effects of social institutions on individual and group behavior, and how these institutions influence the development of the individual.

1. Analyze the impact of social institutions on individuals, groups, and organizations within society, and how these institutions transmit the values of society including familial, religious, educational, economic, and political.
2. Examine rites of passage within various social institutions including religious ceremonies, school proms, quinceañeros, graduation, marriage, and retirement.
3. Define ethnocentrism and xenophobia, and analyze how they can be beneficial or destructive to a culture.

Content Standard 6: The student will examine social change over time and the various factors that lead to these changes.

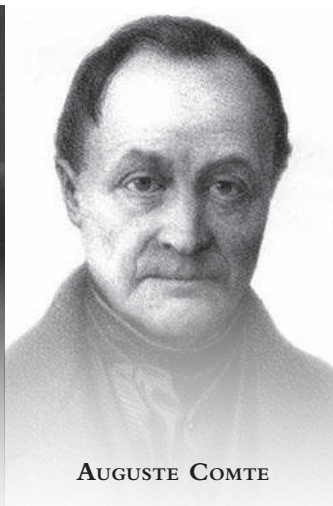
1. Examine environmental, political, economic, scientific and technological influences upon immediate and long-term social change.
2. Describe how collective behavior can influence and change society including sit-ins, organized demonstrations, and the use of social media.

Content Standard 7: The student will analyze social problems that affect large numbers of people or result from imbalances within a social system.

1. Distinguish between characteristics of a social problem as compared to an individual problem.
2. Analyze patterns of behavior found within social problems and their implications for society including juvenile crime, drug addiction, and long-term unemployment.
3. Examine individual and group response and potential resolutions to social problems as well as the consequences of such solutions.



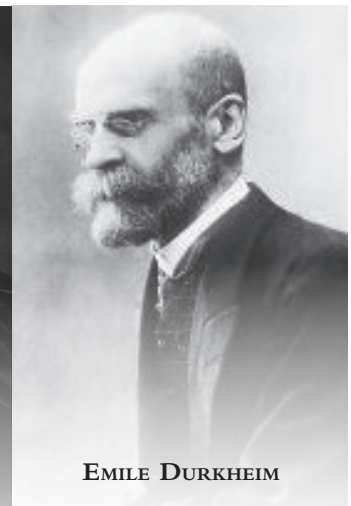
C. WRIGHT MILLS



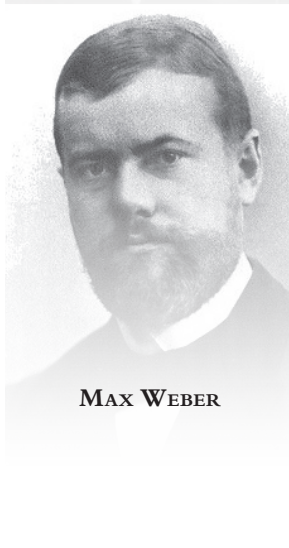
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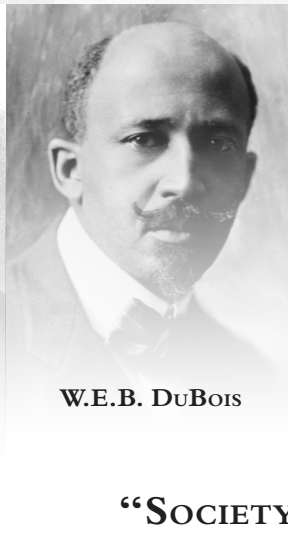
HARRIET MARTINEAU



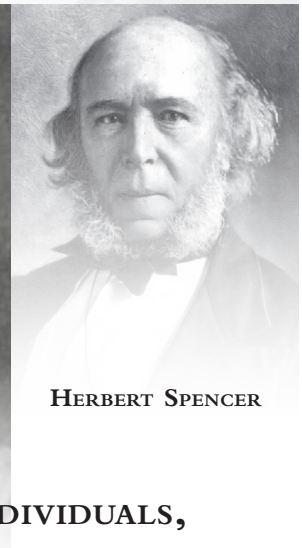
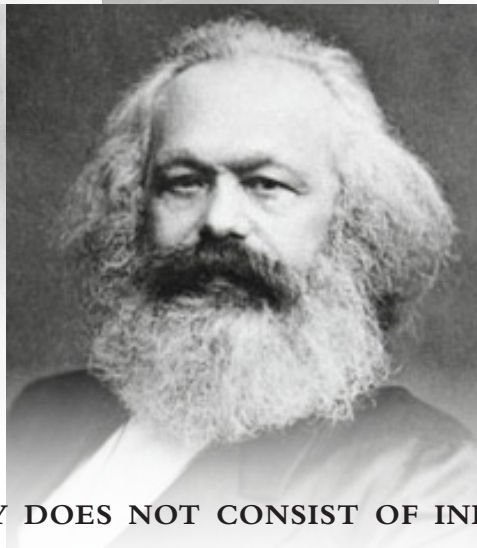
EMILE DURKHEIM



MAX WEBER



W.E.B. DuBois



HERBERT SPENCER

Content Standard 8: The student will explore both individual and collective behavior.

1. Describe the traditions, roles and expectations necessary for a society to continue and flourish.
2. Examine factors that can lead to the breakdown and disruption of a society.
3. Differentiate the impact of individual leaders of different social and political movements including Mohandas K. Gandhi, Adolf Hitler, Dr. Martin Luther King, Jr., Osama Bin Laden, and Susan B. Anthony.
4. Interpret how social behavior is influenced by propaganda, the news media, and advertising.
5. Investigate the impact of rumor, gossip, and other inaccurate communications upon group behavior.

**“SOCIETY DOES NOT CONSIST OF INDIVIDUALS,
BUT EXPRESSES THE SUM OF INTERRELATIONS, THE
RELATIONS WITHIN WHICH THESE INDIVIDUALS STAND.”**

KARL MARX