

Sociology

Social Studies Academic Standards

Revised 2022

Course/Unit Credit: 0.5

Course Number: 474500

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Prerequisites: None

Sociology Academic Standards & Disciplinary Concepts

Course Focus and Content

Sociology is a one-semester social studies elective course that introduces students to the social systems that are the foundation of society. Sociology enhances students' understanding of the social world and helps students understand themselves better since it examines how the social world influences the way they think, feel, and act. An emphasis is placed on culture, social status, social institutions, and social problems, as well as resulting behaviors. Using the tools and techniques of sociologists, students will examine the causes, consequences, and possible solutions for various social issues as they read major sociological theorists and consider how sociologists approach issues.

Integrating Standards and Selecting Content Topics

The disciplinary strands, standards, components, and the Knowledge and Skill Performance Expectations (KPEs and SPEs) are meant to be taught in an integrated manner, not in isolation. For example, a student might be studying an historical event or person while also learning specific civics, economics, geography, and/or history standards. The KPEs and SPEs require conceptual understanding which can be applied to future learning and additional content that may not be listed in the standards. The goal of knowledge acquisition in K-12 is for students to build knowledge and have experiences with content topics connected to their communities, the state of Arkansas, the United States, and the world. A thematic continuum of learning is provided to clarify (Figure 1) the expansion of learning from community to state to the world.

Related Laws for Social Studies

- A.C.A. § 1-5-109. Prisoners of War Remembrance Day.
- A.C.A. § 1-5-112. POW/MIA Recognition Day.
- A.C.A. § 1-5-113. Native American Heritage Week.
- A.C.A. § 1-5-114. Juneteenth Independence Day.
- A.C.A. § 1-5-119. Sultana Disaster Remembrance Day.
- A.C.A. § 6-16-101. Celebrate Freedom Week.
- A.C.A. § 6-16-105. United States Flag.
- A.C.A. § 6-16-106. Arkansas Flag.
- A.C.A. § 6-16-107. Patriotic Observances Generally.
- A.C.A. § 6-16-108. Recitation of the Pledge of Allegiance.
- A.C.A. § 6-16-111. Morals, Manners, Patriotism, and Business and Professional Integrity.
- A.C.A. § 6-16-121. African-American History – Teaching materials.
- A.C.A. § 6-16-122. American Heritage.
- A.C.A. § 6-16-148. Foundation of certain social studies or history courses offered in grades seven through twelve.
- A.C.A. § 6-16-154. Holocaust Education.
- A.C.A. § 6-16-124. Arkansas History – Required Social Studies Course.
- A.C.A. § 6-17-703. Arkansas History Professional Development.

Teacher Note: Not all state statutes apply to the current grade level content.

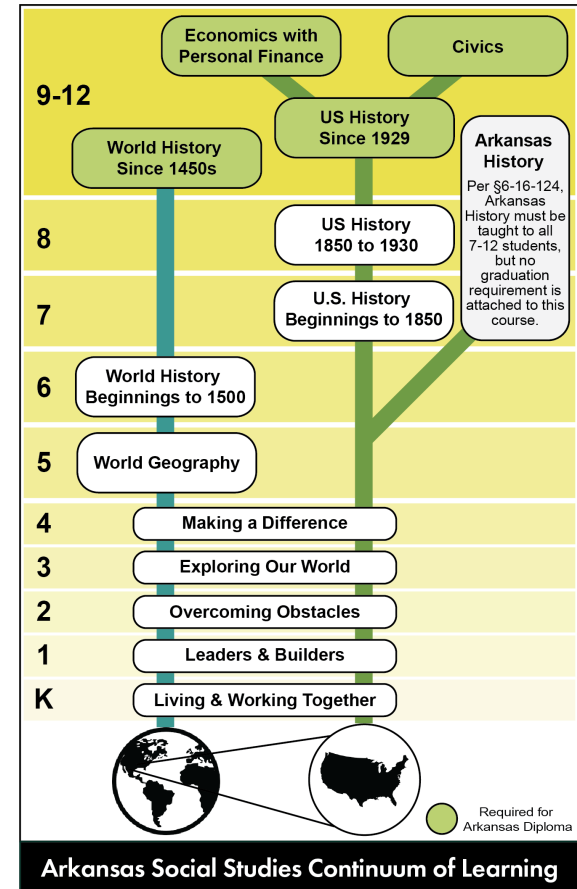



Figure 1

Sociology Academic Standards & Disciplinary Concepts

Skills and Application

Throughout the course, students will develop and apply disciplinary literacy skills: reading, writing, speaking, and listening. As students seek answers to compelling and supporting questions, they will examine a variety of primary and secondary sources and communicate responses in multiple ways, including oral, visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens. *Sociology does not need Arkansas Department of Education approval.* These standards do not meet the Grades 7-12 Arkansas History requirement as defined in Act 787 of 1997. Refer to the Arkansas History Academic Standards written for the course in Grades 7-8 or the Arkansas History Curriculum Framework for the course in Grades 9-12 to fulfill the one-semester Arkansas History requirement as defined in Act 787 of 1997.

Nomenclature Explained



■ icon indicates KPEs or SPEs that focus on topics in K-6 which relate to Arkansas and may be used to fulfill A.C.A. § 6-16-124

"C.1" indicates the first civics disciplinary standard

"2" specifies that it is an expectation for 2nd grade

"3" indicates which knowledge or skill performance expectation

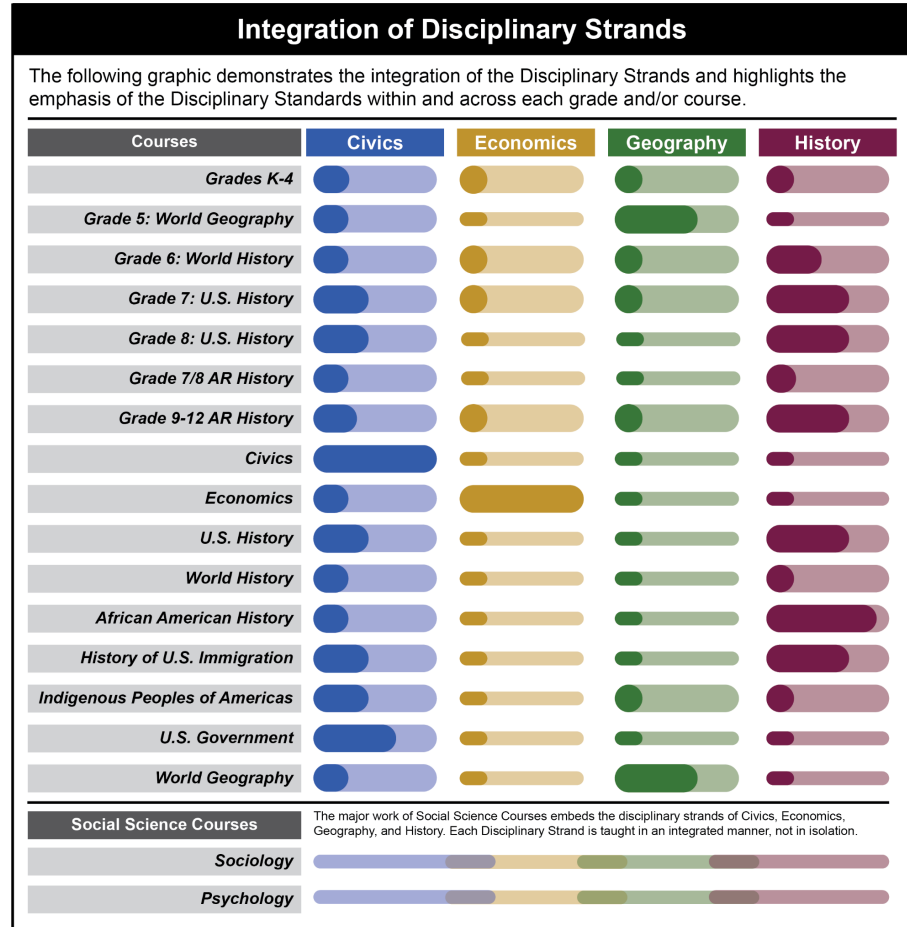
Standard

Grade or Course

KPE or SPE

Primary and Secondary Sources and Disciplinary Literacy Standards

The Disciplinary Literacy Standards for History/Social Studies guide students with the specific skills they need to engage with all social studies content. These reading and writing skills are separated by grade bands and include the use of primary and secondary sources, analysis of content from a variety of perspectives, and assessment of the credibility and accuracy of sources. Teachers should access the Disciplinary Literacy Standards Resource for History/Social Studies document through the Division of Elementary and Secondary Education website.



Sociology
Academic Standards & Disciplinary Concepts

The College, Career, and Civic Life C3 Framework for Social Studies State Standards

The acquisition of content knowledge and skills is paramount in a robust social studies program rooted in inquiry. The chart below summarizes social studies practices in four Dimensions.

- **Dimensions 1, 3, and 4** of the College, Career, and Civic Life C3 Framework for Social Studies State Standards. These practices should be addressed throughout Grades K-12, building as students acquire the skills.
- **Dimension 2** Applying Disciplinary Concepts and Tools sets forth the conceptual content, and the alignment to this dimension is embedded in the KPEs and SPEs.

Dimension 1 Developing Questions and Planning Inquiries	Dimension 3 Evaluating Sources and Using Evidence	Dimension 4 Communicating Conclusions and Taking Informed Action
<ol style="list-style-type: none"> 1. Construct compelling questions that promote inquiry around key ideas and issues 2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations 3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view 	<ol style="list-style-type: none"> 4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use 5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations 	<ol style="list-style-type: none"> 6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies 7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others 8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, propose solutions, or assess strategies and options for action while applying deliberative processes

Dimension 2¹ Applying Disciplinary Concepts and Tools				
Civics	Economics	Geography	History	Social Sciences
<ul style="list-style-type: none"> ● Civic and Political Institutions ● Participation and Deliberation ● Processes, Rules, and Laws 	<ul style="list-style-type: none"> ● Economic Decision-Making ● Exchange and Markets ● Growth and Stability ● The National Economy ● The Global Economy 	<ul style="list-style-type: none"> ● Geographic Representations: <i>Spatial Views of the World</i> ● Human-Environment Interaction: <i>Place, Regions, and Culture</i> ● Human Populations: <i>Spatial Patterns and Movements</i> ● Global Interconnections: <i>Global Spatial Patterns</i> 	<ul style="list-style-type: none"> ● Change, Continuity, and Context ● Perspectives ● Historical Sources and Evidence ● Causation and Argumentation 	<ul style="list-style-type: none"> ● Psychology ● Sociology

¹ Organizational structure of the Social Studies Academic Standards is based on disciplinary strands in the C3 Framework.

Sociology Academic Standards & Disciplinary Concepts

K-12 Disciplinary Standards Overview

Civics	Economics	Geography	History
<p>C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</p> <p>C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.</p> <p>C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.</p> <p>C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.</p> <p>C.5 Students will understand the impact of origins, structures, and functions of institutions and laws on society and Indigenous peoples. This includes the relationship of the Native nations and the United States during various time periods.</p> <p>C.6 Students will understand the structure and functions of various types of tribal government and how they exercise their powers. This includes the progress and challenges of present-day Native America.</p>	<p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.2 Students will understand the impact of economic decision-making. This includes considering the marginal costs and benefits of alternatives.</p> <p>E.3 Students will understand the exchange of goods and services. This includes different allocation methods and changes in supply and demand; the role of producers, consumers, and government in a market economy; and the degree of competition among buyers and sellers in markets.</p> <p>E.4 Students will understand the growth, stability, and interdependence within a national economy. This includes the current and future state of the economy using economic indicators and monetary and fiscal policies for a variety of economic conditions.</p> <p>E.5 Students will understand the growth, stability, and interdependence within a global economy. This includes ways in which trade leads to increased economic interdependence.</p> <p>E.6 Students will understand the factors affecting income, wealth, and financial risk. This includes the role of credit in personal finance.</p>	<p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes spatial organization of people, cultures, places, and environments within various regions and geographic skills to interpret the past, \ present, and plan for the future.</p> <p>G.3 Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.</p> <p>G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p>G.5 Students will understand the impact Indigenous peoples have on the environment. This includes the communal view of how Indigenous peoples utilized the land and resources; and the characteristics of the original Indigenous peoples of Arkansas by analyzing artifacts, artwork, and other sources.</p>	<p>H.1 Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.</p> <p>H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p> <p>H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.4 Students will understand key historical periods from Civil War and Reconstruction (Era 5) to the Emergence of Modern America, 1890-1930 (Era 7). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.5 Students will understand key historical periods from the Great Depression and World War II, 1929-1945 (Era 8), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p>

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Disciplinary Standards At a Glance

Disciplinary Strand	Disciplinary Standard
Disciplinary Component	<ul style="list-style-type: none"> Grade or Course Specific Components

Social Science	SS.2 Students will understand the sociological perspective and the methods and strategies of researching social issues. This includes the cultural interaction between individuals and society and the evolution of social structures and culture; socialization and its impact on individuals and groups; and the effects and factors that lead to social stratification on groups and individuals.
Sociology	<ul style="list-style-type: none"> Sociological Perspectives and Methods of Inquiry Social Structure Social Relationships Stratification and Inequality

Disciplinary Note

The major work of the Sociology course embeds the disciplinary strands of Civics, Economics, Geography, and History. Each disciplinary strand is taught in an integrated manner, not in isolation.

Note: In the C3 Framework [The College, Career, and Civic Life C3 Framework for Social Studies Standards](#), there is a “Sociology Companion Document for the C3 Framework” (Appendix C) which highlights the concept of how the Great Recession is examined through the disciplinary lens of sociology.

Teacher Note: Concepts of the Civics, Economics, and History strands are implicitly addressed in the embedded KPEs and SPEs.

Civics	Economics	Geography	History
<ul style="list-style-type: none"> Civic and Political Institutions Participation and Deliberation Processes, Rules, and Laws 	<ul style="list-style-type: none"> Economic Decision-Making Exchange and Markets Growth and Stability The National Economy The Global Economy 	<ul style="list-style-type: none"> Geographic Representations: <i>Spatial Views of the World</i> Human-Environment Interaction: <i>Place, Regions, and Culture</i> Human Populations: <i>Spatial Patterns and Movements</i> Global Interconnections: <i>Global Spatial Patterns</i> 	<ul style="list-style-type: none"> Change, Continuity, and Context Perspectives Historical Sources and Evidence Causation and Argumentation

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Academic Standards & Disciplinary Concepts

Social Science - Sociology
SS.2 Students will understand the sociological perspective and the methods and strategies of researching social issues. This includes the cultural interaction between individuals and society and the evolution of social structures and culture; socialization and its impact on individuals and groups; and the effects and factors that lead to social stratification on groups and individuals.
Sociological Perspectives and Methods of Inquiry
Knowledge and Skill Performance Expectations
Sociology
SS.2.SOC.1 Analyze the development of the field of sociology including contributions of various individuals using a variety of sources.
SS.2.SOC.2 Compare the theoretical perspectives used by sociologists such as functional perspective, conflict perspective, and interaction perspective.
SS.2.SOC.3 Analyze and apply research methods such as observation, survey, field experimentation, and content analysis used by social scientists to study human society.
SS.2.SOC.4 Design sociological questions that examine various social phenomena.
SS.2.SOC.5 Collect and analyze data designed to answer a question that examines the impact of various social phenomena.

Social Science - Sociology
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Social Structure
Knowledge and Skill Performance Expectations
Sociology
SS.2.SOC.6 Analyze how culture influences individuals using sources from multiple perspectives.
SS.2.SOC.7 Examine the role social institutions such as socio-economic status, education, belief systems, social patterns, and family play in society.
SS.2.SOC.8 Analyze key components of culture.

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SS.2.SOC.9
Compare how cultures change and resist change.

SS.2.SOC.10
Examine the importance of norms and values to culture and the effects on social structure.

Social Science - Sociology

SS.2 Students will understand the sociological perspective and the methods and strategies of researching social issues. This includes the cultural interaction between individuals and society and the evolution of social structures and culture; socialization and its impact on individuals and groups; and the effects and factors that lead to social stratification on groups and individuals.

Social Relationships

Knowledge and Skill Performance Expectations

Sociology

SS.2.SOC.11
Analyze the role socialization agents (e.g., family, school, peer groups, mass media, and social media) play in human development.

SS.2.SOC.12
Examine the effect of norms and values on societies.

SS.2.SOC.13
Analyze the social construction of groups and the interactions between groups and individuals in society.

SS.2.SOC.14
Examine societal changes over time and factors influencing those changes.

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Social Science - Sociology

SS.2 Students will understand the sociological perspective and the methods and strategies of researching social issues. This includes the cultural interaction between individuals and society and the evolution of social structures and culture; socialization and its impact on individuals and groups; and the effects and factors that lead to social stratification on groups and individuals.

Stratification and Inequality

Knowledge and Skill Performance Expectations

Sociology

SS.2.SOC.15

Analyze common patterns and effects of social stratification on groups and individuals using a variety of sources. This may include region, age, race, gender, religion, and socioeconomic status.

SS.2.SOC.17

Examine factors that contribute to and maintain social inequalities.

SS.2.SOC.18

Propose alternative responses to inequality from a variety of sources from multiple perspectives.