

## Addendum to ASA National Standards for High School Sociology

During the summer of 2022, ASA issued a call for applications and selected a working group of 8 instructors (4 college level, 4 high school level) to develop resources for teaching sociology at the high school level. The group was split into pairs comprised of 1 college and 1 high school instructor and were tasked with creating a lesson plan based on one of the four domains listed in the National Standards for High School Sociology. The Standards are designed to provide guidance to teachers and administrators seeking to develop high quality, developmentally appropriate one- semester introductory sociology courses for students in the 9th-12th grades.

The existing National Standards were set to be reviewed periodically. As a part of the 2022 High School Resource Working Group, instructors reviewed the existing National Standards together and decided upon the following changes: The corresponding domain terms and concepts that were formally listed in the appendix are now listed as “Enrichment Concepts” alongside their corresponding domain. No significant changes to the text on the front end of the Standards were suggested. Changes and additions are indicated by an asterisk (\*).

<b>DOMAIN 1</b>	
<b>The Sociological Perspective and Methods of Inquiry</b>	
*Concepts are not ranked in order of priority or in order to be taught.	
<b>Assessable Competencies</b>	<b>Essential Concepts</b>
1.1 Students will identify sociology as a scientific field of inquiry.	<ol style="list-style-type: none"><li>1. Scientific method</li><li>2. Hypotheses</li><li>3. Independent and dependent variables</li><li>4. Scientific study of society</li></ol>
1.2 Students will compare and contrast the sociological perspective and how it differs from other social sciences.	<ol style="list-style-type: none"><li>1. Impact of social context on human behavior</li><li>2. Social construction of reality</li><li>3. Sociological imagination</li></ol>

<p>1.3</p> <p>Students will evaluate the strengths and weaknesses of the major methods of sociological research.</p>	<ol style="list-style-type: none"> <li>1. Surveys and interviews</li> <li>2. Experiments</li> <li>3. Observations</li> <li>4. Content analysis</li> <li>5. Research ethics</li> </ol>
<p>1.4</p> <p>Students will identify, differentiate among, and apply a variety of sociological theories.</p>	<ol style="list-style-type: none"> <li>1. Functionalist perspective</li> <li>2. Conflict theory</li> <li>3. Symbolic interaction</li> </ol>

<p><b>*Domain 1 Enrichment Concepts</b></p>		
<p>Positivism</p> <p>Social statistics</p> <p>Mechanical solidarity</p> <p>Organic solidarity</p> <p>Verstehen</p> <p>Theoretical perspective</p> <p>Functionalism</p> <p>Manifest functions</p> <p>Latent Functions*</p> <p>Dysfunction</p> <p>Mode of Production*</p> <p>Revolution</p>	<p>Symbols</p> <p>Dramaturgy</p> <p>Impression management</p> <p>Face-saving behavior</p> <p>Studied nonobservance</p> <p>Front stage behavior</p> <p>Back stage behavior</p> <p>Quantitative research</p> <p>Qualitative research</p> <p>Population Representative sample</p>	<p>Questionnaire</p> <p>Interview</p> <p>Close ended questions</p> <p>Open ended questions</p> <p>Secondary analysis</p> <p>Field research</p> <p>Case studies</p> <p>Participant observation</p> <p>Inductive vs. Deductive reasoning*</p>

## DOMAIN 2

### Social Structure: Culture, Institutions, and Society

\*Concepts are not ranked in order of priority or in order to be taught.

<b>Assessable Competencies</b>	<b>Essential Concepts</b>
2.1 Students will describe the components of culture.	<ol style="list-style-type: none"><li>1. Nonmaterial culture, including norms and values</li><li>2. Material culture</li><li>3. Subcultures</li></ol>
2.2 Students will analyze how culture influences individuals, including themselves.	<ol style="list-style-type: none"><li>1. Ethnocentrism</li><li>2. Cultural relativity</li><li>3. Culture shock</li><li>4. Values*</li></ol>
2.3 Students will evaluate important social institutions and how they respond to social needs.	<ol style="list-style-type: none"><li>1. Social institutions such as: family, education, religion, economy, media*, and government</li><li>2. Social statuses and roles</li></ol>
2.4 Students will assess how social institutions and cultures change and evolve.	<ol style="list-style-type: none"><li>1. Shifting historical context such as: industrial revolution, urbanization, globalization, the internet*</li><li>2. Social movements</li></ol>

<b>*Domain 2 Enrichment Concepts</b>		
Social structure	Values	Individualism
Structural inequality	Beliefs	Equality practically
Agency	Discovery	Cultural discontinuity
Language	Diffusion	Health care
Norms	Invention	Media
Mores	Value free	Social movements
Folkways	Clashing cultural ideas	Cultural capital*
Taboos	Freedoms	Social capital*

<b>DOMAIN 3</b>	
<b>Social Relationships: Self, Groups, and Socialization</b>	
*Concepts are not ranked in order of priority or in order to be taught.	
<b>Assessable Competencies</b>	<b>Essential Concepts</b>
3.1 Students will describe the process of socialization across the life course.	<ol style="list-style-type: none"> <li>1. Primary agents of socialization: family, peers, media, schools, and religion</li> <li>2. Deviance and conformity</li> </ol>

<p>3.2</p> <p>Students will explain the process of the social construction of the self.</p>	<ol style="list-style-type: none"> <li>1. I &amp; me</li> <li>2. Role-taking</li> <li>3. Generalized other</li> <li>4. Identity</li> </ol>
<p>3.3</p> <p>Students will examine the social construction of groups and their impact on the life chances of individuals.</p>	<ol style="list-style-type: none"> <li>1. Reference groups</li> <li>2. Primary and secondary groups</li> <li>3. In-groups and out-groups</li> </ol>

<p><b>*Domain 3 Enrichment Concepts</b></p>		
Children raised in isolation	Differential association	Social control
Hidden curriculum	Primary deviance	Family
Re-socialization	Secondary deviance	Peers
Total institutions	Elite deviance	Schools
Presentation of self	Group-think/ mob mentality	Media
In-group vs out-group	Labeling*	Religion
Reference groups	Stigma*	
Primary vs. secondary groups	Stereotypes*	

## DOMAIN 4

### Stratification and Inequality

Assessable Competencies	Essential Concepts
<p>4.1</p> <p>Students will identify common patterns of social inequality.</p>	<ol style="list-style-type: none"><li>1. Privilege</li><li>2. Power</li><li>3. Racial and ethnic inequality</li><li>4. Class inequality</li><li>5. Gender inequality</li><li>6. Sexual Orientation*</li><li>7. Disability*</li><li>8. Intersectionality*</li></ol>
<p>4.2</p> <p>Students will analyze the effects of social inequality on groups and individuals.</p>	<ol style="list-style-type: none"><li>1. Life chances/outcomes*</li><li>2. Social problems</li><li>3. Inter- and intra-group conflict</li></ol>
<p>4.3</p> <p>Students will explain the relationship between social institutions and inequality.</p>	<ol style="list-style-type: none"><li>1. Distribution of power through social institutions</li><li>2. Potential of institutions to produce, reinforce, or challenge inequality</li></ol>
<p>4.4</p> <p>Students will assess responses to social inequality.</p>	<ol style="list-style-type: none"><li>1. Individual responses to inequality</li><li>2. Group responses to inequality such as social movements</li><li>3. Social policy responses to inequality</li></ol>

**\*Domain 4 Enrichment Concepts**

<p>Stratification by religion, sexual orientation, and disability</p> <p>White privilege</p> <p>Male privilege</p> <p>Class privilege*</p> <p>Ableism*</p> <p>Heteronormativity*</p> <p>Individual outcomes due to life chances</p> <p>Social determinants of health*</p> <p>Gender binary*</p>	<p>Programs at the federal, state, and local, level</p> <p>Work of Nonprofit/community-based organizations*</p> <p>Impact of social movements</p> <p>Prejudice*</p> <p>Discrimination*</p> <p>Scientific Racism*</p> <p>One-drop rule*</p>	<p>De facto segregation</p> <p>De jure segregation</p> <p>Welfare state</p> <p>Working poor</p> <p>Social construction of wealth and poverty</p> <p>Opportunity hoarding*</p> <p>Occupational prestige*</p> <p>Tokenism*</p>
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