| **Required Course Numbers** |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |
| I. **Sociological Perspective and Methods of Inquiry (20%)** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the major theoretical perspectives of sociology (e.g., functionalism, conflict, and symbolic interactionism) |  |  |  |  |  |  |  |  |  |  |  |
| a. Distinguishes sociology from other social sciences |  |  |  |  |  |  |  |  |  |  |  |
| b. Describes and applies the three major theoretical perspectives (i.e., functionalism, symbolic interactionism, and conflict) |  |  |  |  |  |  |  |  |  |  |  |
| c. Compares and contrasts the three major theoretical perspectives |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the contributions made by major figures in sociology (e.g., Émile Durkheim, Karl Marx, and Max Weber) |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies major contributors in sociology (e.g., Max Weber, Émile Durkheim, and Karl Marx) |  |  |  |  |  |  |  |  |  |  |  |
| b. Describes the contributions made by major figures in sociology |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands methods of scientific inquiry in the social sciences |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines and applies key concepts of scientific inquiry in the social sciences (e.g., scientific method, hypotheses, dependent variable, and independent variable) |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands various research methods in the social sciences (e.g., case study and experiment) |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains common research methods in the social sciences (e.g., survey, experiment, and case study) |  |  |  |  |  |  |  |  |  |  |  |
| b. Compares and contrasts common research methods in the social sciences |  |  |  |  |  |  |  |  |  |  |  |
| c. Critiques common research methods |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands basic statistical terminology (e.g., mean and standard deviation) |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines basic statistical terms |  |  |  |  |  |  |  |  |  |  |  |
| b. Applies appropriate statistical measures to research (e.g., mean and standard deviation) |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows the standards for research ethics |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies standards for ethical research |  |  |  |  |  |  |  |  |  |  |  |
| 7. Understands the relationship between theory and research |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes the relationships among theory, research, and method |  |  |  |  |  |  |  |  |  |  |  |
| **II. Culture, Socialization, and Social Organization (25%)** |  |  |  |  |  |  |  |  |  |  |  |
| **A. Culture** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the basic concepts of culture (e.g., norms, values, and language) |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines culture and its basic concepts |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains how basic elements of culture affect human behavior (e.g., social interaction) |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands how ethnocentrism, global culture, subcultures, and countercultures affect a society’s cultural diversity |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines ethnocentrism, global culture, subcultures, and countercultures |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains how ethnocentrism, global culture, subcultures, and countercultures affect a society’s cultural diversity |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows the major cross-cultural differences relating to gender and socialization |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines gender socialization |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains the role of gender in society |  |  |  |  |  |  |  |  |  |  |  |
| c. Recognizes major cross-cultural differences in gender socialization |  |  |  |  |  |  |  |  |  |  |  |
| **B. Socialization** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the major theories of the self and socialization (e.g., Mead and Cooley) |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines the concepts of the self and socialization |  |  |  |  |  |  |  |  |  |  |  |
| b. Describes and applies the theories of Mead and Cooley regarding the self and socialization |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the types of socialization (e.g., primary and anticipatory) |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies the types of socialization (e.g., primary and anticipatory) |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the agents of socialization (e.g., family and school) |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies and describes the primary agents of socialization and their functions (e.g., family and school) |  |  |  |  |  |  |  |  |  |  |  |
| b. Compares and contrasts the functions of the primary agents of socialization |  |  |  |  |  |  |  |  |  |  |  |
| **C. Social Organization** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands different forms of interactions (e.g., conflict, cooperation, and exchange) |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies different forms of interactions (e.g., conflict, cooperation, and exchange) |  |  |  |  |  |  |  |  |  |  |  |
| b. Compares and contrasts different forms of interactions |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the major theories of interaction (e.g., dramaturgical and symbolic interaction) |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes the major theories of interaction (e.g., dramaturgical and symbolic interaction) |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the building blocks of organization (e.g., roles/statuses, institutions, and networks) |  |  |  |  |  |  |  |  |  |  |  |
| a. Recognizes the major building blocks of organization (e.g., roles/statuses, institutions, and networks) |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains how individuals fill roles and occupy statuses within organizations and institutions |  |  |  |  |  |  |  |  |  |  |  |
| c. Compares and contrasts the building blocks of organization |  |  |  |  |  |  |  |  |  |  |  |
| **III. Social Stratification (15%)** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the concept of social class in terms of wealth, income, education, occupation, and lifestyle |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes the concept of social class |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains how differences in wealth, income, education, occupation, and lifestyle form social classes |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the concepts of power, prestige, and status |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines the concepts of power, prestige, and status |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains how power, prestige, and status relate to social stratification |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the causes and impacts of inequality, prejudice, and discrimination (e.g., race and gender) |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines inequality, prejudice, and discrimination (e.g., race and gender) |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies examples of inequality, prejudice, and discrimination |  |  |  |  |  |  |  |  |  |  |  |
| c. Explains the causes and consequences of inequality, prejudice, and discrimination |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows aspects of global stratification |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes the concept of global stratification among countries |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies examples of global stratification (e.g., highly developed countries and less-developed countries) |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows theoretical perspectives of stratification (e.g., functional and conflict) |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies theoretical perspectives of stratification (e.g., functional and conflict |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows the concept of social mobility (e.g., horizontal and vertical) |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines social mobility (e.g., horizontal and vertical) |  |  |  |  |  |  |  |  |  |  |  |
| b. Distinguishes between horizontal, vertical, intergenerational, and intra-generational mobility |  |  |  |  |  |  |  |  |  |  |  |
| c. Describes social mobility in different stratification systems, such as class, caste, and estate |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Deviance and Conformity (15%)** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the sociological concepts and terms associated with deviance (e.g., positive deviance, subculture, and stigma) |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines the sociological concept of deviance and associated terms (e.g., positive deviance, subculture, and stigma) |  |  |  |  |  |  |  |  |  |  |  |
| b. Applies the concepts and terms associated with deviance to social behavior |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the theoretical perspectives of deviance (e.g., functionalism and social control) |  |  |  |  |  |  |  |  |  |  |  |
| a. describes theoretical perspectives of deviance (e.g., functionalism and social control) |  |  |  |  |  |  |  |  |  |  |  |
| b. defines the terms associated with the theoretical perspectives of deviance (e.g., primary and secondary deviance) |  |  |  |  |  |  |  |  |  |  |  |
| c. applies the theoretical perspectives to examples of deviant behavior |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands social problems contributing to crime |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines crime and social problems |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies social problems contributing to crime |  |  |  |  |  |  |  |  |  |  |  |
| c. Explains how social problems contribute to crime |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows the relationship between the criminal justice system and society |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines the functions of criminal justice systems within society |  |  |  |  |  |  |  |  |  |  |  |
| **V. Social Institutions (15%)** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows marriage patterns, residential patterns, and patterns of descent |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies marriage patterns, residential patterns, and patterns of descent (e.g., matrilineal descent and monogamy) |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows about stages of and major transitions in family life (e.g., courtship, marriage, and divorce) |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines stages of family life and major transitions in family life (e.g., courtship, marriage, and divorce) |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows about alternate family forms (e.g., single parents and singlehood) |  |  |  |  |  |  |  |  |  |  |  |
| a. Recognizes the diversity of family forms (e.g., single parents and singlehood) |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows the defining characteristics of major world religions (e.g., Christianity and Islam) |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies the defining characteristics of major world religions |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how religion and society influence each other (e.g., secularization and fundamentalism) |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains the relationship between religion and society (e.g., secularization and fundamentalism) |  |  |  |  |  |  |  |  |  |  |  |
| 6. Is familiar with various types of religious organization (e.g., sect and church) |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines terms describing various types of religious organization (e.g., church, sect, and cult) |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows the functions of schools (e.g., socialization and cultural innovation) |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies the functions of schools (e.g., socialization and cultural innovation) |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows the evolution of schooling and social inequality (e.g., access to higher education and inequality among schools) |  |  |  |  |  |  |  |  |  |  |  |
| a. Recognizes how schooling and social inequality affect each other (e.g., access to education and inequality among schools) |  |  |  |  |  |  |  |  |  |  |  |
| 9. Knows major models of power in society (e.g., populist and power elite) |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes the characteristics of the pluralist and power elite models of power |  |  |  |  |  |  |  |  |  |  |  |
| 10. Knows major types of individual power and authority (e.g., traditional and charismatic) |  |  |  |  |  |  |  |  |  |  |  |
| a. Recognizes the differences between power and authority |  |  |  |  |  |  |  |  |  |  |  |
| b. Describes the traditional, charismatic, and rational-legal types of individual authority |  |  |  |  |  |  |  |  |  |  |  |
| 11. Knows major types of political systems (e.g., monarchy and totalitarianism) |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies major types of political systems (e.g., democracy, monarchy, and totalitarianism) |  |  |  |  |  |  |  |  |  |  |  |
| 12. Knows the major turning points in economic development (e.g., the Agricultural Revolution and the Industrial Revolution) |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes the major turning points in economic development (e.g., the development of agriculture, the Industrial Revolution, and postindustrialism) |  |  |  |  |  |  |  |  |  |  |  |
| 13. Understands the defining characteristics of major economic systems (e.g., capitalism and socialism) |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines capitalism, socialism, and communism |  |  |  |  |  |  |  |  |  |  |  |
| b. Compares and contrasts the characteristics of capitalism, socialism, and communism |  |  |  |  |  |  |  |  |  |  |  |
| 14. Knows about the nature of work in the postindustrial society (e.g., labor unions, corporations, and competition) |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes the nature of work in the postindustrial society (e.g., rise of service sector, transnational corporations, labor unions, and information technology) |  |  |  |  |  |  |  |  |  |  |  |
| 15. Is familiar with sociological perspectives on health and illness |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies sociological perspectives on health and illness (e.g., the concept of health disparities, sick role, and public versus private organization of health care) |  |  |  |  |  |  |  |  |  |  |  |
| 16. Knows about the effect of the media on work, the family, and peer relationships in society |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes the effect of the media on work, the family, and peer relationships |  |  |  |  |  |  |  |  |  |  |  |
| 17. Knows the impact of new technology on work, the family, and peer relationships in society |  |  |  |  |  |  |  |  |  |  |  |
| a. Recognizes the impact of technological innovations on work, the family, and peer relationships |  |  |  |  |  |  |  |  |  |  |  |
| 18. Knows the relationship between media and culture |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes the relationship between media and culture |  |  |  |  |  |  |  |  |  |  |  |
| **VI. Demography and Social Change (10%)** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands theories, causes, and consequences of social change |  |  |  |  |  |  |  |  |  |  |  |
| a. Recognizes causes of social change (e.g., external, internal causes, technology, and social movements) |  |  |  |  |  |  |  |  |  |  |  |
| b. Applies major theories (e.g., functionalism, conflict theory, and symbolic interactionism) to social change |  |  |  |  |  |  |  |  |  |  |  |
| c. Explains the role of collective behavior and social movements in social change |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows concepts associated with urbanization (e.g., the evolution of cities, the rural turnaround, and suburban-urban decline) |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies key concepts associated with urbanization (e.g., the evolution of cities, suburban-urban decline, gemeinschaft, and gesellschaft) |  |  |  |  |  |  |  |  |  |  |  |
| b. knows about the interaction between society and nature |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows the major concepts and processes associated with globalization (e.g., global economy and communication) |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines globalization |  |  |  |  |  |  |  |  |  |  |  |
| b. Recognizes the major concepts and processes associated with globalization (e.g., global economy and communication) |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands demographic processes (e.g., death rate, birth rate, and migration) |  |  |  |  |  |  |  |  |  |  |  |
| a. Recognizes basic demographic processes |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains and applies the concepts of death rate, birth rate, and migration |  |  |  |  |  |  |  |  |  |  |  |