

Learning Goals and Scales  
2015-2016

**Rigorous Learning Goal/Scale**

<b>Course:</b>	<b>Sociology Accelerated and Honors</b> <b>UNIT: <i>Culture</i></b>
<b>Score 4</b>  Additional Success with the complex content and concepts—inferences, novel applications	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>  <i>Students will make an inference beyond what was explicitly taught. Students apply learned content</i>  <b>Student makes no major errors or omissions regarding the score 4 content</b>
<b>Score 3</b>  Mastery of complex content and concepts of learning goal	<b>TARGET LEARNING GOAL: The student will be able to identify and explain what culture is and explain its relevancy for society</b>  <ul style="list-style-type: none"> <li>• Analyze the key components of what all cultures have in common</li> <li>• Differentiate between culture and society</li> <li>• Identify and evaluate what is and is not material and non-material culture</li> <li>• Discuss the cultural variations within society, including subcultures, counterculture and multiculturalism</li> </ul> <b>Student makes no major errors or omissions regarding the score 3 content</b>
<b>Score 2</b>  Success with simpler content—vocabulary, foundational skills	<b>The student will recognize or recall specific vocabulary or basic content, such as:</b>  <ul style="list-style-type: none"> <li>• Define key terms (culture, material and non-material culture, society, culture shock, technology, symbols, language, rituals, cultural transmission theory, norms, values, beliefs, folkways, mores, taboos, subculture, multiculturalism, Eurocentrism, Afrocentrism, counterculture, etc...)</li> </ul> <b>The student will perform basic skills or process, such as:</b>  <ul style="list-style-type: none"> <li>• Recall main ideas and concepts</li> <li>• Summarize what culture is and identify its significance within society</li> <li>• Express basic skills through writing, discussion, debate, etc...</li> </ul> <b>Student makes no major errors or omissions regarding the score 2 content</b>
<b>Score 1</b> Partial success with help	<b>With help, student achieves partial success at score 2 content and/or score 3 content</b>
<b>Score 0</b> No success even with help	<b>Even with help, no success</b>