

Learning Goals and Scales  
2015-2016

**Rigorous Learning Goal/Scale**

<b>Course:</b>	<b>Sociology Honors and Accelerated</b> <b>UNIT: <i>Deviance, Social Control and Crime</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 is deviance and why people commit deviant acts</b>  <ul style="list-style-type: none"> <li>• Identify and explain the historical evolution of the explanations of deviance</li> <li>• Explain what the potential causes of deviance are</li> <li>• Analyze the various theories and their application to explain the causes of deviance</li> <li>• Differentiate between deviance and crime</li> <li>• Discuss what social factors may lead to deviant behavior</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 (Deviance, Crime, Functions of Deviance, Strain Theory, Anomie, Conformity, Innovation, Ritualism, Retreatism, Rebellion, Relative Opportunity Structure, Delinquency, Conflict Theory, Capitalism, Control Theory, Cultural Transmission Theory, Differential Association, Neutralization Techniques, Labeling Theory, Primary Deviance, Secondary Deviance, Stigma, Retrospective Labeling, Projective Labeling, Medicalization of Deviance, etc...)</li> <li>• Identify key people (Emile Durkheim, Robert K. Merton, Richard Cloward and Lloyd Ohlin, Albert Cohen, Walter Miller, Elijah Anderson, Alexander Liazos, Steven Spitzer, Richard Quinney, Travis Hirshi, Edwin Sutherland, Graham Sykes and David Matza, Edwin Lemert and Howard Becker, 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>• Review and utilize concepts from previous units on Theory, Culture, and Socialization</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>

Learning Goals and Scales  
2015-2016