

Learning Goals and Scales  
2015-2016

**Rigorous Learning Goal/Scale**

<b>Course:</b>	<b>Sociology Honors</b> <b>UNIT: <i>Racial and Ethnic Relations</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 the reaction is to racial and ethnic diversity by the dominant group</b>  <ul style="list-style-type: none"> <li>• Explain how prejudice, stereotyping, racism and discrimination impact the minority group and the dominant group</li> <li>• Discuss how prejudice, stereotyping, racism and discrimination have emerged</li> <li>• Assess the sociological theories used to explain prejudice, stereotyping, racism and discrimination</li> <li>• Evaluate what has been done to quell discrimination within society</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 (Prejudice, Stereotype, Social Distance, Racism, Subtle and Overt Racism, Scapegoat, Authoritarian Personality Theory, Culture Theory, Conflict Theory, Socialization Theory, Discrimination, Individual Discrimination, Legal Discrimination, Institutional Discrimination and Prejudice, Self-Fulfilling Prophecy, Cultural Pluralism, Segregation, De Jure and De Facto Segregation, Subjugation, Tokenism, Population Transfer, Indirect Transfer, Direct Transfer, Extermination, Genocide, Ethnic Cleansing, Hate Groups etc...)</li> <li>• Identify key people (Emory Bogardus, Theodore Adorno, 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, Stratification and Social Class</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>