

**Certification Examinations for Oklahoma Educators (CEOE)
Framework Development Correlation Table**

The Framework Development Correlation Table provides information about possible alignment of some of the knowledge and skills contained within the CEOE framework for a test field with other conceptualizations of the knowledge and skills of a field. It was produced using Oklahoma and educator association standards documents that were publicly available at the time of framework development. In the preparation of the Correlation Table, the alignment of a CEOE test competency with standards documents was indicated if the content of a standard was covered, in whole or in part, by the CEOE test competency. For some CEOE test competencies, multiple standards from Oklahoma, or other documents were aligned with the content of a CEOE test competency. An indication of alignment in the Correlation Table does not necessarily imply complete congruence of the content of a CEOE test competency with the standard.

Matrix Showing Match between the American Sociological Association Guidelines for Sociology and CEOE Competencies

American Sociological Association Guidelines	CEOE Competencies
SOCIOLOGY	
<p>1. SOCIOLOGICAL PERSPECTIVES The learner will be able to define sociology; explain why sociology is a social <i>science</i>; explain and illustrate the “sociological imagination” as introduced by C. Wright Mills; recognize how sociology’s focus differs from and is similar to the focus of each of the other social sciences; differentiate micro and macro approaches to the study of society; define “theory” and explain its role in science; explain the basic principles of the functional perspective (i.e., ideas and perspectives of Auguste Comte and Emile Durkheim); explain the basic principles of the conflict perspective (i.e., ideas and perspectives of Karl Marx, Max Weber, and W.E.B. DuBois); and explain the basic principles of the symbolic interaction perspective (i.e., perspectives of Charles Cooley and George Herbert Mead).</p>	<p>0016 Understand sociological perspectives and the historical development of sociology.</p>

American Sociological Association Guidelines	CEOE Competencies
<p>2. SOCIOLOGICAL METHODS OF INQUIRY The learner will be able to explain the concept of empirical research; explain why a particular way of knowing (empiricism) is the defining characteristic of any science; list the seven steps of the scientific method of investigation; differentiate between qualitative and quantitative methods of research; define hypothesis, independent variable, dependent variable, and intervening variable; evaluate scientific evidence and describe its applications and limitations; calculate the measures of central tendency: the mean, median, and mode; explain the relationship between two variables (such as positive and negative correlations) and distinguish causal relationships from correlations; distinguish between an experiment, participant observation, survey, and a field study; and identify the ethical dilemmas of conducting research to human beings.</p>	<p>0017 Understand methods of data collection and analysis in sociology.</p>

American Sociological Association Guidelines	CEOE Competencies
<p>3. CULTURE The learner will be able to define culture and explain some of the universal functions of culture; differentiate between material and nonmaterial culture; recognize how sociologists distinguish between the terms culture and society; give examples of ideal culture and real culture; explain and illustrate the role language plays in creating and perpetuating culture (Sapir-Whorf hypothesis); identify the characteristics and functions of symbols in society; explain ways in which cultures are unified; explain the factors that lead to increased cultural diversity or multiculturalism in American society and describe costs and benefits of this diversity; define and illustrate ethnocentrism; differentiate and recognize examples of “subculture,” “microculture,” and “counterculture”; define values and norms and explain the relationships between them; contrast and illustrate the concepts of folkway, more, and law; recognize the difference between conflict, functional, and symbolic interaction approaches to the study of culture; and identify three effects of globalization on national or local cultures.</p>	<p>0018 Understand the concepts of culture and society and their significance.</p> <p>0025 Understand processes of social change.</p>

American Sociological Association Guidelines	CEOE Competencies
<p>4. SOCIAL STRUCTURE The learner will be able to define and provide examples of the major components of social: status, role, social institution, and group; explain and illustrate role strain and role conflict; define social networks; explain the functions of each of the primary institutions in the American society; illustrate how social institutions are linked and interdependent within a social system; identify changes occurring in American social institutions; define and give examples of the major types of social groups: primary, secondary, in-group, out-group, peer group, and reference group; discuss how these groups shape the learner's life and how individuals influence the groups; and recognize the difference between conflict, functional, and symbolic interaction approaches to the study of social structure.</p>	<p>0020 Understand concepts related to social structure and the organization of groups.</p> <p>0021 Understand social institutions and their roles in different societies.</p>
<p>5. SOCIALIZATION The learner will be able to evaluate the influences of heredity and environment on the development of personality; define and illustrate socialization, resocialization, and anticipatory socialization; define and provide an example of a total institution; describe how our sense of self emerges; describe the importance and function of role-taking in the development of "self"; describe the various stages of cognitive and moral development; identify the most important agents of socialization in the United States; explain the difference between conflict, functional, and symbolic interaction approaches to socialization; and explain how the socialization process changes throughout the life course.</p>	<p>0019 Understand the relationship between the individual and society.</p>

American Sociological Association Guidelines	CEOE Competencies
<p>6. THE SELF AND SOCIAL INTERACTION The learner will be able to identify in writing the lessons from isolation studies for development of the self; explain the key points of the nature/nurture debate; describe Charles Cooley’s “looking glass self” process; discuss George H. Mead’s development of the self, including the “I,” “me,” and “taking the role of the other”; compare the importance of the significant other and the generalized other; list the developmental stages of the self as laid out by George Herbert Mead; illustrate the meaning of status and role, and show how they are related; describe the importance of verbal and nonverbal language in social interaction; explain Erving Goffman’s ideas of “presentation of self”; analyze the importance of the symbolic interaction theory in understanding the development of the self; and describe how emotions are socially constructed—shaped by social norms and interactions.</p>	<p>0016 Understand sociological perspectives and the historical development of sociology.</p> <p>0019 Understand the relationship between the individual and society.</p>

American Sociological Association Guidelines	CEOE Competencies
<p>7. DEVIANCE, CRIME, AND SOCIAL CONTROL</p> <p>The learner will be able to define social control and distinguish between formal and informal methods of social control; differentiate between deviance and crime; give examples that demonstrate that deviance is universal to all groups and individuals; give examples that demonstrate how the definition of deviance is relative to time, place, situation, and social status (that is, how social deviance is socially constructed); give examples that demonstrate how deviance can be both functional and dysfunctional; differentiate between individual (biological, psychological) explanations of deviance and structural, sociological theories of deviance and crime; summarize the sociological theories of crime and deviance; state the various types of crime and assess their effects on society; interpret differences in crime and arrest rates by social categories of people (ethnicity, gender, socioeconomic status, age, etc.); compare crime rates in terms of race, class, and gender differences; explain the effects of the value conflict that exists between the individual desire for freedom and the group need for social order and social control; and assess the effects of various policies and laws relating to social control, such as the question of the deterrent effect of capital punishment.</p>	<p>0023 Understand deviance and criminal behavior and methods of social control.</p>

American Sociological Association Guidelines	CEOE Competencies
<p>8. GROUPS AND ORGANIZATIONS The learner will be able to define and illustrate primary group and secondary group; distinguish a peer group from a reference group; define and identify examples of task functions in a small group; define and identify examples of “expressive” or “maintenance” functions in a small group; define and illustrate a “complex organization”; recognize the key characteristics of rationalization of society; explain why rationalization is a defining characteristic of the modern world; evaluate the consequences of rationalization in the modern world; distinguish between a formal and informal structure in an organization; distinguish a conflict and a structural functional analysis of complex organizations; explain dysfunctions in complex organizations; explain the characteristics of bureaucracies identified by Max Weber; identify aspects of the learner’s life that are influenced by bureaucracies; discuss how the characteristics of bureaucracy influence the learner’s relationships with others; and illustrate rationalization of society in the learner’s own everyday life.</p>	<p>0020 Understand concepts related to social structure and the organization of groups.</p>

American Sociological Association Guidelines	CEOE Competencies
<p>9. SOCIAL INSTITUTIONS The learner will be able to define social institutions and identify the primary institutions in a society; identify secondary institutions that are significant in the functioning of complex industrial and postindustrial societies (science, medicine, sport, etc.); identify which basic societal needs are satisfied by the family institution; analyze ways in which family life can be disrupted; identify the major changes that have taken place in the American family in this century; explain how preindustrial and industrial societies view the individual and groups; analyze the functions of at least one major institution other than the family; explain the relationship of institutions to stability, to explicate the change-resistant characteristic of institutions; delineate the relationship of at least one institution to reproduction of social inequality (racial, sexual, or socioeconomic); and compare and contrast the functionalist perspective and conflict perspective on institutions.</p>	<p>0021 Understand social institutions and their roles in different societies.</p> <p>0025 Understand processes of social change.</p>

American Sociological Association Guidelines	CEOE Competencies
<p>10. STRATIFICATION The learner will be able to define social stratification and social inequality and explain why stratification is such a powerful variable in human experience; explain intersections of race, class, and gender in social systems of inequality; distinguish between systems of class stratification: slavery, castes, and social classes; explain the components of social class: wealth, power, prestige, occupation, and status; identify the social classes of American society: capitalist, upper middle, lower middle, working, underclass; define socioeconomic status (SES) and explain how ascribed status differs from achieved status; define social mobility and differentiate between the types of social mobility: structural, horizontal, vertical, and inter/intragenerational; evaluate the impact of social institutions on social mobility; distinguish between the functionalist, conflict, and interactionist perspectives of stratification; examine class consciousness using the three sociological perspectives; compare and contrast individual vs. structural perspectives on poverty, especially as they apply to the feminization of poverty; differentiate between relative and absolute poverty and explain how the poverty line is determined; discuss the controversies regarding culture of poverty theory; and compare and contrast modernization and world systems (dependency) theories of global inequality.</p>	<p>0022 Understand social inequality and its significance in modern societies.</p> <p>0025 Understand processes of social change.</p>

American Sociological Association Guidelines	CEOE Competencies
<p>11. RACIAL AND ETHNIC RELATIONS The learner will be able to define “race” and “ethnic group”; explain the social construction of race, including global and historical variations in conceptualizations of the notion of “race”; distinguish between prejudice and discrimination and provide an example of symbolic racism; distinguish between racism and ethnocentrism; identify the defining characteristics of a minority group; explain the consequences of xenophobia and other forms of social distancing; explain the difference between assimilation and multiculturalism; explain the sources of prejudice and discrimination, and especially the resource/conflict theory; describe the five most common patterns of minority group treatment by majority groups (assimilation, pluralism, subjugation, population transfer, genocide); explain how institutional racism works in American society; explain the difference between conflict and functional approaches to racial and ethnic inequality; compare and contrast the experiences of at least two ethnic groups in American society; and evaluate the impact of various social policies designed to redress institutional discrimination.</p>	<p>0022 Understand social inequality and its significance in modern societies.</p>

American Sociological Association Guidelines	CEOE Competencies
<p>12. GENDER AND AGE INEQUALITY The learner will be able to differentiate between sex and gender as social constructs; compare and contrast gender identity and gender roles; define gender-role socialization and illustrate the ways in which family, media, and schools contribute to it; explain the relationships among the following concepts; pink collar jobs, glass ceiling, and feminization of poverty; identify the major effects of traditional gender-role socialization on the health of men and women; evaluate gender inequality from the structural functional, conflict, and interactionist perspectives; explain and evaluate political programs that reduce gender inequality; list three major changes in the age distribution of the U.S. population during the twentieth century; recognize the difference between biological and sociological approaches to the study of aging; define and illustrate the life course perspective; explain adolescence as a socially constructed stage in the life course within industrial and postindustrial societies; explain what is meant by the expression “graying of America” and identify the major social changes caused by this trend; describe and evaluate disengagement theory and activity theory; and compare and contrast the structural functional, conflict, and interactionist perspectives on aging.</p>	<p>0019 Understand the relationship between the individual and society.</p> <p>0022 Understand social inequality and its significance in modern societies.</p>

American Sociological Association Guidelines	CEOE Competencies
<p>13. DEMOGRAPHY AND URBANIZATION</p> <p>The learner will be able to describe the study of demography and define the basic demographic concepts of fertility, mortality, and migration and explain their effects on population change; differentiate between population growth and population density; explain the causes and consequences of population growth; analyze population composition using age/sex population pyramids; delineate the push-pull factors that affect immigration and emigration; explain why people in poor nations have so many children and discuss the implications of rapid population growth; explain and critique various theories of population growth; evaluate the merits of the Demographic Transition Theory and explain why this theory may not apply to population growth in all societies; explain the societal forces in modern societies around the globe toward suburbanization and toward the creation of the metropolis and the megalopolis; explain issues of social cohesion and disorganization in an urban setting; trace the historical development of cities and identify the major characteristics of preindustrial, industrial, and postindustrial cities; discuss the major reasons for the decline of the city and the impact of this decline; and compare and contrast pressures on urban, suburban, and rural residents in the modern world.</p>	<p>0023 Understand deviance and criminal behavior and methods of social control.</p> <p>0024 Understand demographic processes and their significance.</p>

American Sociological Association Guidelines	CEOE Competencies
<p>14. SOCIAL CHANGE The learner will be able to discuss the theories that have been developed to explain collective behavior; compare and contrast the various types of collective behavior; identify the preconditions that guide the outcome of collective behavior; discuss the theories that have been developed to explain social movements; compare and contrast the various types of social movements; apply one or more theories of social change to a social movement in the United States; explain how population shifts can cause social change; evaluate the positive and negative consequences of modernization on social life; list some key features of post-industrial society; identify the major population shifts that have taken place in the United States; and explain how globalization influences change.</p>	<p>0025 Understand processes of social change.</p>