



## High School Sociology Resource Acceptance Criteria

When reviewing teaching and learning resources that are submitted for publication in TRAILS, High School Area Editors will consider the following criteria:

1. Does the resource address relevant, significant sociological content appropriate for a high school sociology course?
2. Does the learning technique, unit plan, or syllabus/course planner/curriculum map reflect best practices in teaching sociology at the high school level?<sup>1</sup>
3. Are learning objectives, high school standards (Common Core, NCSS C3, [ASA National Standards for High School Sociology](#)), and/or essential questions clearly stated? Are the learning goals or essential questions aligned to the appropriate high school standards? Does the resource describe how the learning technique, unit plan, or syllabus/course planner/curriculum map connects to specific high school standards or learning domains clearly and explicitly?
4. Are there clearly stated assessments that provide evidence of learning related to the resource's stated goals? Are those assessments mapped to high school standards? Does the resource provide both summative and formative assessment mechanisms?<sup>2</sup> The most helpful assessments are

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<sup>1</sup> The high school editorial team draws on research based best practices at the high school level as articulated in frameworks for teaching effectiveness such as those articulated in [Understanding by Design](#) (Wiggins and McTighe), [Classroom Instruction that Works](#) (Marzano, Pickering, and Pollock), and the [Framework for Teaching](#) (Danielson). For additional information about the scholarship of teaching and learning and a multi-disciplinary summary of best practices in teaching sociology, download McKinney's "A Small Sampling of What We Know About Learning..." Authors are also encouraged to examine relevant articles from the journal *Teaching Sociology* and research on high school teaching.

<sup>2</sup> The word "assessment" is used here in the broadest sense, and could include things as simple as a show of hands in response to a carefully worded question or as complex as a semester-long project in a capstone course. By providing goals for their resources, authors help other users understand the purpose of the resource. By providing assessments

- brief, specific, and answer the question “How will students demonstrate this new knowledge, ability, or attitude?”
5. Is there a clear and accurate link or fit among learning objectives, readings and learning activities, and assessments? Does the described learning activity accomplish the stated objectives, and do the assessments evaluate the appropriate knowledge, ability, or attitude?
  6. Is the resource useful to other high school teachers? That is, is there sufficient description and supporting documentation to allow others to easily use the resource? Is there sufficient information provided for facilitating the learning activity (i.e. typical student responses to discussion questions and prompts for teachers facilitating activity)? Instructions for learning activities should include detailed descriptions for how to prepare the activity, necessary set-up processes, step-by-step guidance for facilitating activities, and adequate instructions for students completing the activity. TRAILS resources should also contain “Usage Notes”, which provide additional context for users. Authors should indicate where, when and how their resource could best be used, how the resource might be adapted for different classrooms and according to different abilities, as well as to share tips or warnings about possible pitfalls.
  7. Is the resource well written, well organized, and well presented?