

Appendix C

CJ 320: Juvenile Delinquency

Content standard	Assessment tool
All Social Studies teachers shall demonstrate knowledge and skill in:	
1. The history, organization, conceptual framework, modes of inquiry, ethics, and current research and methodologies of the disciplines within the Wisconsin model Academic Standards.	Essay, short answer, and multiple-choice examination questions assess a student's ability to comprehend and explain conceptual frameworks, current research, and modes of inquiry used in the study of juvenile delinquency.
2. The major themes, basic principles, philosophic bases, ethics, assumptions, perspectives and schools of thought of the disciplines.	Major themes, assumptions, and perspectives used in juvenile delinquency are addressed. Comprehension of these elements is assessed through essay, short answer, and multiple choice examination questions.
3. The practical applications of the methodology appropriate to the disciplines.	Not applicable to this course.
4. The application of knowledge of each discipline to past and present economic, social, cultural, and political events and situation.	Students are assessed through research papers on their ability to explain the effect these contexts have upon the nature and extent of juvenile delinquency in society.
5. The skills associated with the discipline including: <ul style="list-style-type: none"> • Communication. • Data-gathering. • Model building. • Problem solving. • Policy making. • Narrative explanation. • Decision-making. • Scenario building. • Identification of multiple perspectives. • The ability to observe, organize, interpret, infer, analyze, question, evaluate, synthesize, form hypotheses, recognize bias, weigh alternative and develop participatory skills. 	Communication, problem solving, decision making, and participatory skills are assessed through the extent and nature of a student's in class participation. Problem solving and narrative explanation skills are assessed through essay, short answer, and multiple choice examination questions.
6. The interdisciplinary nature and integrative aspects of the disciplines in social studies and their connections with disciplines other than social studies.	Not directly assessed.
7. The strategies for conducting investigations and research using multiple primary and secondary sources.	Papers required in this course assess a student's ability to make effective use of primary and secondary research sources.
8. The Wisconsin Model Academic Standards for Social Studies in order to assess the evidence or assessment of student understanding and develop curriculum.	Does not apply.
9. Professional organizations, publications, and resources in social studies.	Papers need to reference and cite various professional sources (journals and organizations) of information on juvenile delinquency.
10. State and national laws and current leadership initiatives in the discipline.	Understanding and assessment of current state and federal laws is evaluated through in class discussion and objective and applied exam questions.

Sociology Standards	Assessment Tool
1. Describing and applying each of the sociological perspectives (functionalist, conflict, and interactionist) methods of social research and the contributions of major theorists in sociology.	The course looks at myriad theories of delinquent behavior, some of which are social theories. Students are assessed on their understanding and explanation of the theories through objective and application questions on exams, as well as in class participation.
2. The key concepts of culture and/or society, socialization and the self and social structure.	Socialization and social structure are assessed through student research papers, in class discussion, and various examination questions.
3. Distinguishing between primary and secondary groups; peer and primary groups; and recognizing characteristics of informal and formal structures within an organization.	Peer groups, schools, and family are addressed with regard to their effect upon and response to delinquent behavior. The students are assessed on their ability to explain how they are related to delinquency through examination questions, in class participation, and research papers.
4. Methods of social control and differentiate between deviance and crime.	Methods of social control for delinquent behavior are addressed throughout the course. Skills related to these standards are assessed through in class scenario discussions and various exam questions (objective, application, and comprehension questions).
5. Social stratification and social inequality and its relation to race, ethnicity, gender and age and their relationship to interactions between individuals, groups and institutions in society.	Ability to demonstrate an understanding of these issues is assessed through objective, application and comprehension examination questions.
6. Analyzing the function of the social institutions of family, the economy, politics, religion, education, science/technology and arts and entertainment and how they further both continuity and change, meet individual needs, and promote the common good in contemporary and historical settings.	The institutions are addressed with regard to the effect upon the nature and extent of delinquency within society. Skills related to comprehending and explaining the nature of these relationships are assessed through research papers, in class participation, and essay, short answer, and multiple choice examination questions.
7. Comparing and contrasting the functionalist and conflict perspectives of these institutions.	Does not apply.
8. The demographic concepts which influence changes in population such as migration, industrialization, urbanization and suburbanization.	Does not apply.
9. The theories and types of collective behavior, social movements and social change.	Does not apply.