

Course Title: Sociology 1 and 2

State: TX

State Course Title: Sociology

State Course Code: 113.46

State Standards: Texas Essential Knowledge and Skills for Social Studies

Date of Standards: 2011-12

TEKS	Course Title. (a or b), if applicable, e.g. Game Design 1a	Unit Name(s)	Lesson(s) Numbers
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:			
(A) describe the development of the field of sociology;	Sociology 1	Unit 1: An Invitation to the World of Sociology	Lesson 1
(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology; and	Sociology 1	Unit 1: An Invitation to the World of Sociology	Lessons 2-3
(C) identify sociologists such as W. E. B. DuBois, Booker T. Washington, Robert E. Park, Harriet Martineau, Jane Addams, Robert Nisbet, and Julian Samora and interpret their contributions to the field.	Sociology 1	Unit 1: An Invitation to the World of Sociology	Lesson 3
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:			
(A) differentiate types of societies such as hunting and gathering, agrarian, pastoral, industrial, and post-industrial;	Sociology 1	Unit 4: Social Structure and Group Behavior	Lessons 4-5
(B) identify and describe the types of societies that exist in the world today;	Sociology 1	Unit 4: Social Structure and Group Behavior	Lesson 5
(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation; and	Sociology 1	Unit 4: Social Structure and Group Behavior	Lesson 5
(D) analyze information about cultural life in the United States and other countries over time.	Sociology 1	Unit 2: Our Culture	Lesson 2
(3) Culture and social structure. The student examines world cultures. The student is expected to:			
(A) identify the elements of culture to include language, symbols, norms, and values;	Sociology 1	Unit 2: Our Culture	Lessons 1 and 3
(B) explain how the elements of culture form a whole culture; and	Sociology 1	Unit 2: Our Culture	Lesson 1
(C) give examples of subcultures and describe what makes them unique.	Sociology 1	Unit 2: Our Culture	Lesson 4
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:			

(A) describe models of primary, secondary, formal, informal, and reference groups and e-communities; and	Sociology 1	Unit 4: Social Structure and Group Behavior	Lesson 1
(B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution.	Sociology 1	Unit 4: Social Structure and Group Behavior	Lesson 3
(5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:			
(A) compare cultural norms such as ethnicity, national origin, age, socioeconomic status, and gender among various U.S. subculture groups;	Sociology 1	Unit 2: Our Culture	Lesson 3
(B) describe stereotypes of various U.S. subcultures;	Sociology 1	Unit 6: Social Stratification and Class	Lesson 4
(C) analyze social problems in selected U.S. subcultures; and	Sociology 1	Unit 6: Social Stratification and Class	Lesson 4
(D) examine counterculture movements and analyze their impact on society as a whole.	Sociology 1	Unit 2: Our Culture	Lesson 4
(6) Individual and society. The student understands the process of socialization. The student is expected to:			
(A) define socialization and describe how the process of socialization is culturally determined;	Sociology 1	Unit 3: Socialization	Lesson 1
(B) differentiate the agents of socialization and evaluate their functions and roles; and	Sociology 1	Unit 3: Socialization	Lesson 4
(C) trace socialization as a lifelong process.	Sociology 1	Unit 3: Socialization	Lesson 4
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:			
(A) explain how education, exclusion from the labor force, and the juvenile justice system led to the development of adolescence as a distinct stage of the life cycle;	Sociology 1	Unit 3: Socialization	Lesson 5
(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self;			
(C) identify issues and concerns facing contemporary adolescents such as dating, dating violence, sexuality, teen parenting, drug use, suicide, and eating disorders; and			
(D) identify and discuss the skills adolescents need to make responsible life choices.			
(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:			
(A) identify the stages of adult development and compare the differences between male and female development;			
(B) analyze the traditional roles of work and how the composition of the labor force has changed in the United States; and	Sociology 1	Unit 8: Gender	Lesson 5
(C) analyze the characteristics of late adulthood and changes on the individual and society such as retirement, physical and mental functioning, dependency on others, and death.			
(9) Individual and society. The student will explain the nature and social function of deviance. The student is expected to:			

(A) compare theories of deviance such as the functionalist, conflict, and interactionist perspectives;	Sociology 1	Unit 1: An Invitation to the World of Sociology	Lessons 3-4
(B) interpret differences in crime and arrest rates by social categories such as ethnicity, gender, socioeconomic status, and age, including cross-reference with the National Crime Victimization Survey; and			
(C) analyze the criminal justice system in the United States in relation to deviant behavior.	Sociology 1	Unit 5: Deviance and Crime	Lesson 5
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:			
(A) analyze the characteristics and components of caste and class systems and social mobility and how motivation affects each;	Sociology 1	Unit 6: Social Stratification and Class	Lesson 2
(B) define poverty and its components and analyze poverty's impact on the individual and society;	Sociology 1	Unit 6: Social Stratification and Class	Lessons 1 and 5
(C) contrast theories of social stratification; and	Sociology 1	Unit 6: Social Stratification and Class	Lessons 2-3
(D) recognize and examine global stratification and inequality.	Sociology 1	Unit 6: Social Stratification and Class	Lesson 2
(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:			
(A) define race and ethnicity and differentiate among the distinguishing characteristics of minority groups;	Sociology 1	Unit 7: Inequalities of Race and Ethnicity	Lesson 1
(B) contrast the terms discrimination, prejudice, and bias;	Sociology 1	Unit 7: Inequalities of Race and Ethnicity	Lesson 3
(C) discuss the ramifications of stereotyping;	Sociology 1	Unit 7: Inequalities of Race and Ethnicity	Lesson 3
(D) analyze the varying treatment patterns of minority groups such as African American, Asian American, Hispanic American, and American Indian; and	Sociology 1	Unit 7: Inequalities of Race and Ethnicity	Lessons 1-4
(E) explain instances of institutional racism in American society.	Sociology 1	Unit 7: Inequalities of Race and Ethnicity	Lesson 3
(12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:			
(A) analyze how gender roles affect the opportunities available to men and women in society;	Sociology 1	Unit 8: Gender	Lesson 3
(B) analyze the effects of an aging society;			
(C) compare the nature of health care in a global society; and			
(D) evaluate the nature of health care in different segments of American society.			
(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:			

(A) define the functions and rituals of the family and how the family has changed over time;	Sociology 2	Unit 1: Marriage and Family	Lessons 1-3
(B) define family systems and patterns;	Sociology 2	Unit 1: Marriage and Family	Lessons 1-3
(C) analyze the trends in American society regarding family life and the needs that the institution of family satisfies; and	Sociology 2	Unit 1: Marriage and Family	Lessons 1-3
(D) analyze ways in which family life can be disrupted.	Sociology 2	Unit 1: Marriage and Family	Lesson 3-4
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:			
(A) define and differentiate between the economic models of free enterprise and socialism and how they impact society;	Sociology 2	Unit 3: The Economy and Politics	Lesson 1
(B) define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens; and	Sociology 2	Unit 3: The Economy and Politics	Lesson 3
(C) trace the changes in ideas about citizenship and participation of different groups through time.	Sociology 2	Unit 3: The Economy and Politics	Lesson 4
(15) Social institutions. The student identifies the basic social institutions of education and religion and explains their influence on society. The student is expected to:			
(A) explain functionalist, conflict, and interactionist theories of education;	Sociology 2	Unit 2: Religion and Education	Lesson 3
(B) argue and defend some current issues in American education;	Sociology 2	Unit 2: Religion and Education	Lesson 4
(C) examine religion from the sociological point of view;	Sociology 2	Unit 2: Religion and Education	Lesson 1
(D) analyze the functions of society and the basic societal needs that religion serves; and	Sociology 2	Unit 2: Religion and Education	Lesson 1-2
(E) compare and contrast distinctive features of religion in the United States with religion in other societies.	Sociology 2	Unit 2: Religion and Education	Lesson 2
(16) Social institutions. The student understands the basic social institutions of science and the mass media and their influence on society. The student is expected to:			
(A) identify factors that have contributed to the institutionalization of science, explain the norms of scientific research, and explain how these norms differ from the realities of scientific research;			
(B) trace major developments in the history of mass media and identify the types of mass media in the United States;	Sociology 1	Unit 3: Socialization	Lesson 5
(C) explain the differences between the functionalist and conflict perspectives of mass media; and	Sociology 2	Unit 4: Sport and Entertainment	Lessons 3-4
(D) examine contemporary mass media issues.	Sociology 1	Unit 3: Socialization	Lesson 5
(17) Changing world. The student understands how population and urbanization contribute to a changing social world. The student is expected to:			

(A) describe the study of demography, the basic demographic concepts, and changes in settlement patterns on society; and	Sociology 2	Unit 5: Population and Environment	Lesson 1
(B) explain and critique various theories of population growth and its impact on society.	Sociology 2	Unit 5: Population and Environment	Lesson 2
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:			
(A) compare and contrast various types of collective behavior and social movements and how they affect society;	Sociology 2	Unit 7: Collective Behavior and Social Movements	Lesson 2
(B) discuss theories that have been developed to explain collective behavior and social movements; and	Sociology 2	Unit 7: Collective Behavior and Social Movements	Lessons 3-4
(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change.	Sociology 2	Unit 8: Social Change	Lessons 1-5
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:			
(A) create a product on a contemporary sociological issue or topic using critical methods of inquiry;	Sociology 1 and 2	All Units	All Lessons
(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; and	Sociology 1	Unit 3: Socialization	Unit 3 Lab
(C) use appropriate mathematical skills to interpret sociological information.	Sociology 2	Unit 1: Marriage and Family	Unit 1 Lab
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:			
(A) use sociology-related terminology correctly;	Sociology 1 and 2	All Units	All Lessons
(B) use standard grammar, spelling, sentence structure, and punctuation;	Sociology 1 and 2	All Units	All Lessons
(C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and	Sociology 1	Unit 1: An Invitation to the World of Sociology	Unit 1 Lab
(D) create written, oral, and visual presentations of social studies information.	Sociology 1 and 2	All Units	All Lessons
(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:			
(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;	Sociology 1 and 2	All Units	All Lessons
(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision; and	Sociology 1	Unit 2: Our Culture	Unit 2 Lab
(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation.			