DRAFT Proposed Revisions

Texas Essential Knowledge and Skills

Sociology

Prepared by the State Board of Education TEKS Review Committees

First Draft – July 31, 2009

These documents have been formatted for consistency and for ease of review.

Proposed additions are shown in green font with underlines and proposed deletions are shown in red font with strike throughs.

Comments in the margin provide explanations for proposed changes. The following notations were used as part of the explanations:

BSG = information added, changed or deleted based on broad strokes guidance
CRS = information added or changed to align with College Readiness Standards
ER = information added, changed or deleted based on expert reviewer feedback
MV = multiple viewpoints from within the committee

§113.37. Sociology (One-Half Credit).

(a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.

~~(b) Introduction. In Sociology, an elective course, students study dynamics and models of individual and group relationships. Students study topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication.~~

(b)Introduction. Sociology is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.
Students will observe Celebrate Freedom week during the fall semester.

(c) Knowledge and skills.

(1) ~~History.~~ Foundations of Sociology. The student understands the theoretical perspectives of the historic interpretations of human social development. The student is expected to:

(A) ~~trace~~ describe the development of the field of sociology; and

(B) identify ~~major~~ leading sociologists ~~explain History~~ in the field of social science; including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, Karl Marx, and interpret their contributions to the field.

(2) ~~History.~~ Foundations of Sociology. The student understands how society evolves and ~~the~~ cause~~s~~ and effect~~s~~ of social and institutional change~~s~~. The student is expected to:

(A) Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial

(B) identify and describe the types of societies that exist in the world today.

~~(A)~~(C) ~~evaluate~~ examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation; and

(D)Identify and analyze information about cultural life in the United States and other world cultures, both in the past and today.

~~(B) analyze changes such as those in advertising, food, and business in the majority U.S. culture resulting from adaptations to various immigrant and Native-American cultures.~~

Comment [A1]: The committee broadened the introduction to be more reflective of and inclusive of the often-changing field of sociology. All committee members feel that there is little rationale for continuing to list the basic sociological concepts covered in a one semester course under artificial strands such as government, geography, etc., which obfuscates the connections among the concepts of sociology.

Comment [A2]: BSG-Texas Administrative Code/TAC §74.33

Comment [A3]: BSG-Strand changed to be more reflective of the content.

Comment [A4]: *Describe* is higher on Bloom's taxonomy than *trace*.

Comment [A5]: BSG-Ensure the standards reflect the common core elements of sociology that all students should know and be able to do. Changed because they are the leaders, the forefathers of the field, and there are current important sociologists.

Comment [A6]: BSG-Ensure the standards reflect the common core elements of sociology that all students should know and be able to do. Students need to know the forefathers of the field of sociology.

Comment [A7]: *Interpret* is higher on Bloom's taxonomy than *explain*. To interpret means that the student can apply the material rather than just tell about it.

Comment [A8]: BSG-Strand changed to be more reflective of the content.

Comment [A9]: *The* limits the causes and effects and implies that there are a definite number of changes.

Comment [A10]: Sentence is made grammatically correct with the deletion of *the*.

Comment [A11]: BSG-BSG Strand (2) renamed and created to ensure the standards reflect the common core ... [1]

Comment [A13]: : BSG-Ensure the standards reflect the common core elements of sociology that all stud ... [2]

Comment [A12]: BSG-Ensure the standards reflect the common core elements of sociology that all stud ... [3]

Comment [A14]: *Evaluate* implies making a judgment, while *examine* is broader and less judgmental.

Comment [A15]: BSG-Ensure the standards reflect the common core elements of sociology that all stud ... [4]

Comment [A16]: BSG-Deleted based on redundancy [(B) above] and a more appropriate fit in the Culture strand.

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~~(11) History. The student understands basic sociological principles related to change within a group and across groups. The student is expected to:~~

~~(A) relate theories of change to major changes in U.S. public policy such as the origins and consequences of the civil rights movement; and~~

~~(B) analyze social change and resulting social problems within and across groups.~~

(3) Culture and Social Structure. The student examines world cultures. The student will

(A) Identify the elements of culture to include language, symbols, norms, and values; and
(B) Explain how the elements of culture form a whole culture; and
(C) Give examples of subcultures and describe what makes them unique.

(4) ~~Citizenship~~ Culture and Social Structure. ~~The student understands that individuals require knowledge of the dynamics of the relationships between self and others to be contributing members of the community~~. The student understands types of groups and their functions. The student is expected to:

(A) describe models ~~of group systems and the interactive roles of individuals, groups, and the community; and~~ of primary, secondary, formal, informal, and reference groups and e-communities.

(B) ~~evaluate~~ analyze ~~role conflicts and methods of resolution that may occur among individuals and groups.~~ groups in terms of membership roles, status, values, role conflicts, and methods of resolution.

(5) Culture and Social Structure: Differentiate and recognize examples of subculture and counterculture. The student will

(A) compare cultural norms, such as ethnic, national origin, age, socioeconomic, gender, and age, among various U.S. subculture groups.

(B) describe stereotypes of the various U.S. subcultures; and

(C) analyze social problems in selected U.S. subcultures

~~2) Citizenship. The student analyzes groups in terms of membership roles, status, values,~~ and ~~socioeconomic stratification~~. ~~The student is expected to:~~

~~(A) compare the roles of group membership in various formal and informal groups; and~~

~~(B) compare the roles of group membership in selected primary and secondary groups.~~

Comment [A17]: BSG-BSG Strand (3) created to ensure the standards reflect the common core elements of sociology that all students should know and be able to do.

Comment [A18]: BSG-Ensure the standards reflect the common core elements of sociology that all students should know and be able to do. Students need the foundation of *culture*.

Comment [A19]: BSG-Ensure the standards reflect the common core elements of sociology that all students should know and be able to do. Strand renamed to be more sociology specific.

Comment [A21]: BSG-Strand (4) created to ensure the standards reflect the common core elements of sociology that all students should know and be able to do.

Comment [A20]: BSG-Reworded to be less-wordy and more specific.

Comment [A22]: BSG-SEs combined and reworked to be more succinct.

Comment [A23]: BSG-Reworded to be less judgmental.

Comment [A24]: BSG-SEs combined and reworked to be more succinct.

Comment [A25]: BSG-Strand (5) created to ensure the standards reflect the common core elements of sociology that all students should know and be able to do.

Comment [A27]: Moved to new Strand (10) Social Inequality.

Comment [A26]: Combined with (1)

Comment [A28]: Combined with (1) above.

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(6) The Individual and Society. The student will understand the process of socialization. The student will

(A) Define socialization and describe how the process of socialization is culturally determined.
(B) Differentiate the agents of socialization and evaluate their functions and roles.
(C) Trace socialization as a lifelong process.

Comment [A29]: BSG&CRS-CRS I.E.2; BSG Strand (6) created to ensure the standards reflect the common core elements of sociology that all students should know and be able to do.

Comment [A30]: Took socialization out of Geography strand and broadened the strand to be more sociology-specific.

(7) The Individual and Society: The student will understand the concept of adolescence and the defining characteristics. The student will

(A) Explain how adolescence developed as a distinct stage of the life cycle, including education, exclusion from the labor force, and the juvenile justice system; and
(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; and
(C) Identify issues and concerns facing contemporary adolescents, such as dating, dating violence, sexuality, teen parenting, drug use, suicide, and eating disorders.

Comment [A31]: BSG-Strand (7) created to ensure the standards reflect the common core elements of sociology that all students should know and be able to do. The study of adolescence is an important topic in sociology.

(8) The Individual and Society: The student will understand the life stage of adulthood and its characteristics. The student will

(A) Identify the stages of adult development and compare the differences between male and female development; and
(B) Analyze the traditional roles of work and how the composition of the labor force has changed in the United States; and
(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.

Comment [A32]: BSG-Strand (8) created to ensure the standards reflect the common core elements of sociology that all students should know and be able to do. The study of adulthood is an important topic in sociology.

(9) The Individual and Society. The student will explain the nature and social function of deviance. The student will

(A) Compare theories of deviance, such as the functioning, conflict, and interactionist perspectives; and
(B) Interpret differences in crime and arrest rates by social categories, such as ethnicity, gender, socioeconomic status, and age, of people; and
(C) Analyze the criminal justice system in the United States in relation to deviant behavior.

Comment [A33]: BSG&CRS-CRS 5; BSG Strand (9) created to ensure the standards reflect the common core elements of sociology that all students should know and be able to do. Reworded and moved from the original Strand (12) to fit into the broad sociology category of the Individual and Society.

(10) Social Inequality. The student understands the nature and of social stratification in society. The student will

(A) Analyze the characteristics and components of caste and class systems and social mobility and how motivation affects each; and

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(B) Define poverty and its components, and analyze poverty's impact on the individual and society; and
(C) Contrast theories of social stratification; and
(D) Recognize and examine global stratification and inequality; and

Comment [A34]: BSG&CRS-CRS II B 5; BSG Strand (10) created to ensure the standards reflect the common core elements of sociology that all students should know and be able to do. Reworded and moved from original (3) to be more sociology-specific.

(11) Social Inequality. The student understands the impact of race and ethnicity on society. The student will

(A) Define race and ethnicity and differentiate among the distinguishing characteristics of different minority groups; and
(B) Contrast the terms discrimination and prejudice; and
(C) Discuss the ramifications of stereotyping.
(D) Analyze the patterns of minority group treatment and the variance of treatment among different minority groups, such as African Americans, Asian Americans, Hispanic Americans, and Native Americans; ande
(E) Explain how institutional racism works in American society.

Comment [A35]: BSG&CRS-CRS II A 2; BSG Strand (11) created to ensure the standards reflect the common core elements of sociology that all students should know and be able to do. Because we live in a multicultural society, race and ethnicity must be addressed.

(12) Social Inequality. The student understands changing societal views on gender, age, and health. The student will

(A) Differentiate between sex and gender as social constructs and determine how gender and socialization interact; and
(B) Analyze how gender roles affect the opportunities available to men and women in society; and
(C) Analyze the effects of an aging society; and
(D) Compare the nature of health care in a global society; and
(E) Evaluate the nature of health care in different segments of American society.

Comment [A36]: BSG&CRS-CRS II.B.2; BSG Strand (12) created to ensure the standards reflect the common core elements of sociology that all students should know and be able to do. Gender, age, and health are important topics in sociology

(13) Social Institutions. Identify the basic social institution of the family and explain its influences on society.

(A) Define the functions and rituals of the family and how the family has changed over time; and
(B) Define family systems and patterns; and
(C) Analyze the trends in American society regarding family life and the needs that the institution of family satisfies; and
(D) Analyze ways in which family life can be disrupted

Comment [A37]: BSG&CRS-CRS I.E.1; CRS I.E.2; CRS I.E.3; BSG Strand (13) created to ensure the standards reflect the common core elements of sociology that all students should know and be able to do. The family is an important topic in sociology.

(14) Social Institutions. Identify the basic social institutions of economics and politics and explain their influence on society. The student will

(A)Define and differentiate among the economic models of free enterprise (capitalism, free market) and socialism and how they impact society; and
(B) Define and differentiate among different types of government, the legitimacy of those in power, and the impact of each on its citizens; and
(C) Trace the changes in ideas about citizenship and participation of different groups through time.

Comment [A38]: BSG&CRS-CRS I.E.1; CRS I.E.2; BSG Strand (14) created to ensure the standards reflect the common core elements of sociology that all students should know and be able to do. It is important that the student understand the roles of politics and economics in society.

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(15) Social Institutions. Identify the basic social institutions of education and religion and explain their influence on society. The student will

(A) Explain functionalist, conflict, and interactionist theories of education; and
(B) Argue and defend some current issues in American education; and

(C) Examine religion from the sociological point of view; and

(D) Analyze the functions of society and the basic societal needs that religion serves; and

(E) Compare and contrast distinctive features of religion in the United States with religion in other societies.

Comment [A39]: BSG&CRS-CRS I.E.1; CRS I.E.2; BSG Strand (15) created to ensure the standards reflect the common core elements of sociology that all students should know and be able to do. Students need to understand the role of education and religion in society.

(16) Social Institutions. The student understands the basic social institutions of science and the mass media and their influence on society. The student will

(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; and
(B) Trace major developments in the history of mass media and identify the types of mass media in the United States.
(C) Explain the differences between the functionalist and conflict perspectives of mass media.
(D) Examine contemporary mass media issue.

Comment [A40]: BSG-BSG Strand (16) created to ensure the standards reflect the common core elements of sociology that all students should know and be able to do. Students need to know the role of science and mass media.

(17) The Changing World. The students understand how population and urbanization contribute to a changing social world. The student will

(A) Describe the study of demography, the basic demographic concepts, and changes in settlement patterns on society; and

(B) Explain and critique various theories of population growth and its impact on society.

Comment [A41]: BSG-BSG Strand (17) created to ensure the standards reflect the common core elements of sociology that all students should know and be able to do. Population and urbanization are important topics of sociology.

(18) The Changing World. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student will

(A) Compare and contrast various types of collective behavior and social movements and how they affect society; and

(B) Discuss theories that have been developed to explain collective behavior and social movements.

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(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.

Comment [A42]: BSG-Ensure the standards reflect the common core elements of sociology that all students should know and be able to do. Since they live in the modern world, students need to recognize and understand collective behavior and modernization.

(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of 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;

(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

(C) use appropriate mathematical skills to interpret sociological information.

(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) Use sociology-related terminology correctly;

(B) Use standard grammar, spelling, sentence structure, and punctuation;

(C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and

(D) Create written, oral, and visual presentations of social studies information.

(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;

(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

(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation.

~~(17) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on individuals and societies. The student is expected to:~~

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~~(A) analyze how individual and societal behavior has changed as a result of scientific discoveries and technological innovations; and~~

~~(B) predict societal changes resulting from innovations in science and technology.~~

Comment [A43]: BSG-Condensed and integrated into (16) Social Institutions, Science and Mass Media.

~~(18) Science, technology, and society. The student understands the impact of changes in science and technology on moral and ethical issues. The student is expected to:~~

~~(A) analyze how the norms and behaviors of a selected U.S. subculture group have changed as a result of changes in science and technology; and~~

~~(B) evaluate a current ethical issue that has resulted from scientific discoveries and/or technological innovations.~~

Comment [A44]: BSG-Condensed and integrated into (16) Social Institutions, Science and Mass Media.

~~(3) Economics. The student understands how socioeconomic stratification affects human motivation. The student is expected to:~~

~~(A) analyze the relationship between socioeconomic stratification and human motivation; and~~

Comment [A45]: BSG-Condensed, reworded, and moved to (11) Social Inequality

~~(B) analyze the influence of different motivations and aspirations on economic decisions.~~

Comment [A46]: BSG-Condensed, reworded, and moved to (14) Social Institutions.

~~(4) Economics. The student understands the relationship between socioeconomic stratification and cultural values. The student is expected to:~~

~~(A) compare cultural values associated with socioeconomic stratification; and~~

Comment [A47]: Reworked and moved to (10) B Social Inequality

~~(B) analyze and explain the influence of cultural values on economic behavior.~~

Comment [A48]: Reworked and moved to (10) Social Inequality

~~(5) Geography. The student uses geographic tools to collect, analyze, and interpret sociological data. The student is expected to:~~

~~(A) create thematic maps, graphs, charts, models, and data bases that represent various aspects of demographic and cultural patterns; and~~

~~(B) pose and answer questions about geographic distributions and demographic and cultural patterns shown on maps, graphs, charts, models, and databases.~~

Comment [A49]: : Redundant… Social Studies skills that are addressed later (insert place).

~~(6) Geography. The student understands that socialization, cultural values, and norms vary in different geographic places and regions. The student is expected to:~~

~~(A) compare socialization in selected regions of the United States; and~~

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~~(B) compare how geographic considerations have influenced the development of cultural values and norms.~~

Comment [A50]: Condensed and reworked into (2) Foundations and (5) and (6) The Individual and Society

~~(7) Government. The student understands how governments promote cultural values and provide for social controls. The student is expected to:~~

~~(A) identify the relationships between cultural values and the purposes and policies of government; and~~

~~(B) describe types of government social controls.~~

Comment [A51]: Condensed and moved to (14) Social Institutions, Economics and Politics

~~(8) Government. The student understands different styles and forms of leadership, political socialization, and communication techniques that influence perception, attitudes, and behavior. The student is expected to:~~

~~(A) identify and describe different forms of leadership as they relate to group motivation techniques;~~

~~(B) analyze the relationship among social class, racial, ethnic, and other culture group membership, and political power in the United States; and~~

~~(C) evaluate different communication techniques, including propaganda and advertising, used to influence perceptions, attitudes, and behaviors of persons and groups.~~

Comment [A52]: BSG-Integrated into (14) Social Institutions, Economics and Politics, (16) Social Institutions, Mass Media, and in (11) Social Inequality, Race and Ethnicity.

~~(12) Culture. The student understands how cultural socialization, norms, values, motivation, and communication influence relationships among groups. The student is expected to:~~

~~(A) compare cultural norms among various U.S. subculture groups such as ethnic, national origin, age, socioeconomic strata, and gender groups;~~

~~(B) describe stereotypes of the various U.S. subcultures; and~~

~~(C) analyze social problems in selected U.S. subcultures.~~

Comment [A53]: Reworded and integrated into new (5)

~~(13) Culture. The student understands how people develop social institutions to meet basic needs in a society. The student is expected to:~~

~~(A) summarize the functions of social institutions such as the family, religion, and education; and~~

~~(B) evaluate the importance of social institutions in the United States.~~

Comment [A54]: Reworded and integrated into (13) Social Institutions, The Family

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Source: The provisions of this §113.37 adopted to be effective September 1, 1998, 22 TexReg 7684.

Page 1: [1] Comment [A11] **Author**

BSG-BSG Strand (2) renamed and created to ensure the standards reflect the common core elements of sociology that all students should know and be able to do.

Page 1: [2] Comment [A13] **Author**

: BSG-Ensure the standards reflect the common core elements of sociology that all students should know and be able to do. Student needs to understand the types of societies prior to learning about societal change.

Page 1: [3] Comment [A12] **Author**

BSG-Ensure the standards reflect the common core elements of sociology that all students should know and be able to do. Added to provide a historical perspective of the different stages of economic development.

Page 1: [4] Comment [A15] **Author**

BSG-Ensure the standards reflect the common core elements of sociology that all students should know and be able to do. Added to offer a broad SE to compare cultures throughout the year.

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