

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills

Sociology

Prepared by the State Board of Education TEKS Review Committees

October 17, 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
IF = information added, changed or deleted based on informal 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.

(1) 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.

(2) State and federal laws mandate a variety of celebrations and observances including Celebrate Freedom Week. Each social studies class shall include, during Celebrate Freedom Week as provided under Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the United States Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subsection (a) of this section, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

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]: Committee strongly encourages the inclusion of information during professional development on how teachers can stay current on required celebrations and observances.

Comment [A3]: BSG-Paragraph was added to include Celebrate Freedom Week mandate in alignment with other grade levels per a vertical agreement.

(c) Knowledge and skills.

~~(9)~~ (1) History: Foundations of Sociology. The student understands the theoretical perspectives of the historic interpretations of human social development. The student is expected to:

Comment [A4]: BSG-strand changed to be more reflective of the content

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

Comment [A5]: "Describe" is higher on Bloom's Taxonomy than "trace."

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

Comment [A6]: 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.

(C) identify sociologists such as W.E.B. DuBois, Booker T. Washington, Robert E. Park, Harriet Martineau, Jane Addams, and Julian Samora, and interpret their contributions to the field.

Comment [A7]: 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.

~~(10)~~ (2) History: Foundations of Sociology. The student understands how society evolves and the causes and effects of social and institutional changes. The student is expected to:

Comment [A8]: "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.

(A) differentiate types of societies, such as hunting and gathering, agrarian, pastoral industrial, and post-industrial;

Comment [A9]: BSG-Strand was changed to be more reflective of the content.

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

Comment [A10]: "The" limits the causes and effects and implies that there are a definite number of changes.

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

Comment [A11]: Sentence is made grammatically correct with the deletion of "the."

(D) analyze information about cultural life in the United States and other countries over time.

Comment [A12]: BSG-Strand was renamed and created to ensure the standards reflect the common core elements of sociology that all students should know and be able to do.

~~(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 [A13]: 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

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

Comment [A14]: 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.

~~(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~~

Comment [A15]: "Evaluate" implies making a judgment, while "examine" is broader and less judgmental.

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

Comment [A16]: 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.

Comment [A17]: BSG-Deleted based on redundancy [(B) above] and a more appropriate fit in the Culture strand

(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;

(B) explain how the elements of culture form a whole culture; and

(C) give examples of subcultures and describe what makes them unique.

~~(1) (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 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; and~~

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

(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 ethnic, national origin, age, socioeconomic, and gender, among various U.S. subculture groups;

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

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

(D) examine counterculture movements and analyze their impact on society as a whole.

~~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 [A18]: BSG- Strand was created to ensure the standards reflect the common core elements of sociology that all students should know and be able to do.

Comment [A19]: 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 [A20]: BSG-Ensure the standards reflect the common core elements of sociology that all students should know and be able to do. Strand was renamed to be more sociology specific.

Comment [A21]: BSG-Reworded to be less wordy and more specific

Comment [A22]: BSG-Strand was created to ensure the standards reflect the common core elements of sociology that all students should know and be able to do.

Comment [A23]: BSG-SEs combined and reworded to be more succinct

Comment [A24]: BSG-Reworded to be less judgmental

Comment [A25]: BSG-SEs combined and reworded to be more succinct

Comment [A26]: BSG-Strand was created to ensure the standards reflect the common core elements of sociology that all students should know and be able to do.

Comment [A27]: Combined with (1)

Comment [A28]: Moved to new Strand (10) Social Inequality

Comment [A29]: Combined with (1) above

(6) The 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;

(B) differentiate the agents of socialization and evaluate their functions and roles; and

(C) trace socialization as a lifelong process.

Comment [A30]: BSG&CRS-CRS IE.2; BSG Strand (6) was created to ensure the standards reflect the common core elements of sociology that all students should know and be able to do.

Comment [A31]: Took socialization out of Geography strand and broadened the strand to be more sociology-specific

(7) The Individual and Society: The student understands the concept of adolescence and its characteristics. The student is expected to:

(A) explain how education, exclusion of the labor force, and the juvenile justice system led to the development of adolescence as a distinct stage of the life cycle;

(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 [A32]: BSG-Strand was 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 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;

(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 [A33]: BSG-Strand was 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 is expected to:

(A) compare theories of deviance, such as the functionalist, conflict, and interactionist perspectives;

(B) interpret differences in crime and arrest rates by social categories, such as ethnicity, gender, socioeconomic status, and age; and

(C) analyze the criminal justice system in the United States in relation to deviant behavior.

(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;

(B) define poverty and its components, and analyze poverty's impact on the individual and society;

(C) contrast theories of social stratification; and

(D) recognize and examine global stratification and inequality

(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;

(B) contrast the terms discrimination, prejudice and bias;

(C) discuss the ramifications of stereotyping;

(D) analyze the varying treatment patterns of minority groups, such as African-American, Asian-American, Hispanic-American, and Native-American; and

(E) explain how institutional racism is evident in American society.

(12) Social Inequality. The student understands changing societal views on gender, age, and health. The student is expected to:

(A) differentiate between sex and gender as social constructs and determine how gender and socialization interact;

(B) analyze how gender roles affect the opportunities available to men and women in society;

(C) analyze the effects of an aging society;

(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 [A34]: BSG&CRS-CRS 5; BSG Strand was 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

Comment [A35]: BSG&CRS-CRS II B 5; BSG Strand 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

Comment [A36]: BSG&CRS-CRS II A 2; BSG Strand was 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.

(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;

(B) define family systems and patterns;

(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

(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 (capitalism, free market) and socialism and how they impact society;

(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

(C) trace the changes in ideas about citizenship and participation of different groups through time.

(15) Social Institutions. The student identifies the basic social institutions of education and religion and explain their influence on society. The student is expected to:

(A) explain functionalist, conflict, and interactionist theories of education;

(B) argue and defend some current issues in American education;

(C) examine religion from the sociological point of view;

(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.

(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;

Comment [A38]: BSG&CRS-CRS I.E.1; CRS I.E.2; CRS I.E.3; BSG Strand was 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.

Comment [A39]: BSG&CRS-CRS I.E.1; CRS I.E.2; BSG Strand was 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.

Comment [A40]: BSG&CRS-CRS I.E.1; CRS I.E.2; BSG Strand was 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.

(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; and

(D) examine contemporary mass media issues.

(17) The 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

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

(18) The 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;

(B) discuss theories that have been developed to explain collective behavior and social movements; and

(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.

~~(14)~~ (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.

~~(15)~~ (20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) Use sociology-related terminology correctly;

Comment [A41]: BSG-BSG Strand was 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.

Comment [A42]: BSG-BSG Strand was 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.

Comment [A43]: 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.

- (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.

~~(16)~~ (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:~~

~~(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 [A44]: 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 [A45]: 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~~

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

Comment [A47]: 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 [A48]: Reworked and moved to (10) B Social Inequality

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

Comment [A49]: 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 [A50]: : Redundant... Social Studies skills that are addressed later

~~(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~~

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

Comment [A51]: 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 [A52]: 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.~~

~~(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 [A54]: 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 [A55]: Reworded and integrated into (13) Social Institutions, The Family

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

DRAFT