

TEKS Requirement (Secondary)	Sem. A	Lesson & Assignment Number	Textbook Chapter/Page #	Bloom's Taxonomy
(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation; and		3		Understand
(D) analyze information about cultural life in the United States and other countries over time.		3		Analyze
(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;		2, 9		Understand
(B) explain how the elements of culture form a whole culture; and		2		Understand
(C) give examples of subcultures and describe what makes them unique.		2		Understand
(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		3, 9		Remember
(B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution.		3, 9		Analyze
(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;		2		Understand
(B) describe stereotypes of various U.S. subcultures;		2		Understand
(C) analyze social problems in selected U.S. subcultures; and		2		Analyze
(D) examine counterculture movements and analyze their impact on society as a whole.		2		Analyze
(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;		2		Understand
(B) differentiate the agents of socialization and evaluate their functions and roles; and		2, 9		Evaluate
(C) trace socialization as a lifelong process.		2		Understand
(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;		9		Understand
(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;		9		Understand
(C) identify issues and concerns facing contemporary adolescents such as dating, dating violence, sexuality, teen parenting, drug use, suicide, and eating disorders; and		4, 9		Understand
(D) identify and discuss the skills adolescents need to make responsible life choices.		9		Understand
(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;		2, 6		Understand
(B) analyze the traditional roles of work and how the composition of the labor force has changed in the United States; and		6		Analyze
(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.		6		Analyze
(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;		4, 9		Analyze
(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		4		Analyze
(C) analyze the criminal justice system in the United States in relation to deviant behavior.		4		Analyze
(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;		5, 9		Analyze
(B) define poverty and its components and analyze poverty's impact on the individual and society;		5		Analyze
(C) contrast theories of social stratification; and		5, 9		Analyze
(D) recognize and examine global stratification and inequality.		5		Understand
(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:				

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(A) define race and ethnicity and differentiate among the distinguishing characteristics of minority groups;			6		Analyze
(B) contrast the terms discrimination, prejudice, and bias;			6, 9		Understand
(C) discuss the ramifications of stereotyping;			6, 9		Understand
(D) analyze the varying treatment patterns of minority groups such as African American, Asian American, Hispanic American, and American Indian; and			6		Analyze
(E) explain instances of institutional racism in American society.			6		Analyze
(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;			6		Analyze
(B) analyze the effects of an aging society;			6		Analyze
(C) compare the nature of health care in a global society; and			9		Understand
(D) evaluate the nature of health care in different segments of American society.			9		Evaluate
(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;			7, 9		Understand
(B) define family systems and patterns;			7		Understand
(C) analyze the trends in American society regarding family life and the needs that the institution of family satisfies; and			7, 9		Analyze
(D) analyze ways in which family life can be disrupted.			7, 9		Analyze
(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;			7, 9		Analyze
(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			7, 9		Analyze
(C) trace the changes in ideas about citizenship and participation of different groups through time.			9		Analyze
(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;			7		Understand
(B) argue and defend some current issues in American education;			7		Analyze
(C) examine religion from the sociological point of view;			7		Apply
(D) analyze the functions of society and the basic societal needs that religion serves; and			7		Analyze
(E) compare and contrast distinctive features of religion in the United States with religion in other societies.			7, 9		Understand
(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;			1, 7, 9		Understand
(B) trace major developments in the history of mass media and identify the types of mass media in the United States;			7, 9		Understand
(C) explain the differences between the functionalist and conflict perspectives of mass media; and			7		Analyze
(D) examine contemporary mass media issues.			7		Understand
(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			8		Understand
(B) explain and critique various theories of population growth and its impact on society.			8, 9		Evaluate
(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;			8, 9		Understand
(B) discuss theories that have been developed to explain collective behavior and social movements; and			8		Understand
(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.			8		Evaluate
(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:					

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(A) create a product on a contemporary sociological issue or topic using critical methods of inquiry;			9		Create
(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			1, 2		Analyze
(C) use appropriate mathematical skills to interpret sociological information.			1		Apply
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:					
(A) use sociology-related terminology correctly;			1, 2, 3, 4, 5, 6, 7, 8, 9		Remember
(B) use standard grammar, spelling, sentence structure, and punctuation;			1, 2, 3, 4, 5, 6, 7, 8, 9		Remember
(C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and			8		Apply
(D) create written, oral, and visual presentations of social studies information.			1, 2, 3, 4, 5, 6, 7, 8, 9		Create
(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;			9		Evaluate
(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			9		Create
(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation.			1, 2		Create
<i>Source: The provisions of this §113.46 adopted to be effective August 23, 2010, 35 TexReg 7232.</i>					