

Social Studies TEKS Review Work Group C Working Documents

Psychology and Sociology Working Documents
Texas Essential Knowledge and Skills (TEKS) Social Studies

This working document reflects preliminary work of the State Board of Education’s TEKS review work group for Psychology and Sociology. These recommendations are not yet final. Recommendations for changes to the TEKS are still under consideration by the work group and subject to change. The work group will finalize its draft recommendations at a future meeting. Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Proposed additions are shown in green font with underline (additions). Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple italicized font with strikethrough (~~*moved text*~~) and is shown in the proposed new location in purple italicized font with underlines (*new text location*). Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Comments in the right-hand column provide explanations for the proposed changes. Abbreviations in the explanations refer to the following.

CCRS: refers to the College and Career Readiness Standards
ESC: refers to Educator Service Center

SOCIAL STUDIES, WORK GROUP C

Grade Level/Course	Pages
Psychology.....	1–11
Sociology.....	12–22

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§113.78 113.45 Psychology (One-Half Credit), <u>Adopted 2022</u> . Beginning with School Year 2011-2012		
TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.	
(b)	Introduction.	
(1)	In Psychology, an elective course , students <u>will be introduced to the</u> study the science of <u>human</u> behavior and mental processes. <u>In this survey course, S</u> students <u>will</u> examine the full scope of the science of psychology theories and research on various topics such as the historical framework, methodologies, mental health, <u>stress</u> , personality development , social psychology, motivation, emotion, intelligence, human development, sensation, perception, cognition, learning, and biological foundations.	Because of graduation requirement changes, “elective” was removed. “Science” was removed to clarify psychology as a social studies credit. Since psychology is a survey course, “full scope” was removed. High-interest and relevant topics were placed first in the list.
(2)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	TEA Comment: Language in paragraphs (2)-(5) of the introduction has not yet been reviewed and will be addressed at a future meeting.
(3)	Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.	
(4)	State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.	
(A)	Each social studies class shall include, during Celebrate Freedom Week as provided under the 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 U.S. 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 U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.	

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(B)	Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, 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."	
(5)	Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.	
(c)	Knowledge and skills.	
(1)	Social studies <u>Psychology skills. The student applies critical-thinking skills independently and collaboratively to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</u>	New language added to reflect specific skills to the field of Psychology. Added “independently and collaboratively” to include new SEs below. Skills were moved from the bottom of the document to the top. This is the old KS 14.

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<p>(A)</p>	<p>create a <u>written, oral, and-or visual product on a contemporary psychology-related issue or topic using critical methods of inquiry;</u></p>	<p>“Social studies” deleted so products created are more psychology focused. CCRS connections include V.A.1 and V.A.2.</p> <p>SE was moved from old 14A and 15D and was combined to streamline and to provide differentiation and choice.</p> <p>TEKS Guide Recommendation: Examples of written products include essay, short answer, reflection, free-writing exercise, APA-formatted reports, blogs, sleep/dream logs, webpages, portfolios</p> <p>Examples of oral products include individual or group presentations, vlogs, skits, digital media</p> <p>Examples of visual products include posters, foldables, webpages, infographics, digital slides, vlogs, advertisements, skits, memes, digital media</p> <p>TEKS Guide Recommendation: Add detailed explanations for methods of inquiry (structured inquiry, guided inquiry, and open inquiry). Align to Science TEKS Guide.</p>
<p>(B)</p>	<p><u>collect relevant information from a variety of sources representing multiple viewpoints and evaluate the credibility of the sources to develop a claim;</u></p>	<p>SE created to provide students opportunity to find and evaluate sources and claims based on research. National Council for the Social Studies (NCSS) College, Career, and Civic Life (C3) Standards referenced. CCRS connections include IV.B.3. and IV.B.4.</p> <p>TEKS Guide Recommendation: Add detailed explanation of what “claim” means. Add definition of “viewpoints.”</p>
<p>(B)(C)</p>	<p><u>draw and evaluate conclusions from psychological research qualitative information;</u></p>	<p>Combined qualitative and quantitative. SE language moved from old 14B and 14C.</p>
<p>(D)</p>	<p><u>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;</u></p>	<p>SE moved from old 14D.</p>

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(E)	<u>effectively communicate reflections and internalizations of psychology topics related to the real-world; and</u>	SE allows for students to make connections between psychology concepts from the course, their own lives, and contemporary topics. CCRS connections include V.A.1, V.A.2 and V.B.1. TEKS Guide Recommendation: Add detailed explanation of “effectively” including use of psychology terminology correctly; proper use of grammar, spelling, sentence structure, and punctuation; use of citations.
(F)	<u>collaborate using methods such as persuasion, compromise, debate, and negotiation.</u>	Language in this SE was pulled from old SE 16C. Concept of collaboration included because of strong connections to Psychology. CCRS connections include I.E.2. TEKS Guide Recommendation: Add a detailed explanation of “collaboration” and include STEM Fluency Rubric link that includes the bullet points for collaboration. See below. <ul style="list-style-type: none"> • Ability to operate effectively in a team environment • Appreciation for diversity and inclusion • Cultural awareness • Capitalizing on strengths and weaknesses within the group
(+) (2)	History- <u>Foundations of Psychology and Research Methods.</u> The student understands the development of the field of psychology <u>as a social science.</u> The student is expected to:	Standards from APA, College Board, and other states were referenced to create new strands in order to streamline and provide clarity.
(-A)	identify characteristics that differentiate the field of psychology from other related social sciences;	This SE is too vague and ESC survey data called for streamlining.
(B)(A)	<u>define psychology as a discipline and trace</u> differentiate the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic; and	SEs did not ask students to define psychology as a discipline. Verb changed to differentiate to increase rigor. Aligned to CCRS SS IV.B.2
(-C)(B)	explore subfields and career opportunities available in the science of psychology-;	SE was redundant and unclear.
(2)	Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to:	Incorporated this knowledge statement into the first strand to streamline.
(-A) (C)	define and differentiate the concepts of theory <u>in order to explain how the field of psychology changes over time and principle;</u>	Principles are not a major part of the field of psychology. Addressed feedback to provide clarity.

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(B) (D)	identify and describe the basic methods of social scientific reasoning <u>explain how psychologists conduct research to describe, explain, predict, and control behavior;</u>	“Social scientific reasoning” was too vague.
(E)	<u>describe the types of research methods used by psychologists including observation, case study, survey, and experiment;</u>	State of Georgia and American Psychological Association (APA) standards include the research methods which is currently missing from the Texas standards.
(F)	<u>identify the basics of psychological experiments including independent variables, dependent variables, experimental groups, control groups, and characteristics such as single-blind, double-blind, and placebo controls;</u>	State of Georgia standards include the experimental elements which is currently missing from the Texas standards.
(C) (G)	apply <u>evaluate</u> the standards of the American Psychological Association (APA) for ethical decision-making regarding the collection, storage, and use of psychological data; and	Applying the APA standards implies students must conduct an experiment. Aligned with CCRS SS I.F.1
(D) (H)	define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation). <u>analyze and interpret data to explain correlation versus causation in psychological research.</u>	SE is redundant from previous Math TEKS. New language is more psychology focused. Aligned with CCRS SS IV.B.3, IV.A.6
(3)	Science of psychology. Biological Bases of Behavior The student understands the relationship between biology and behavior. The student is expected to:	Standards from APA, College Board, and other states were referenced to create new strands in order to streamline and provide clarity. All of the SEs in strand two explain the relationship between biology and behavior where it was separated before.
(A)	describe the anatomy of the central and peripheral nervous systems <u>such as the brain, spinal cord, autonomic and somatic systems and explain their effects on behavior</u> and the endocrine system;	Central and peripheral nervous systems needed more clarity. Endocrine system is addressed as a physiological response in new 3G.
(B)	explain the effects of the endocrine and nervous systems on development and behavior.	3A and B were combined.
(B)	<u>describe the structure and function of the neuron and describe the basic process of neural transmission;</u>	SE on the neuron and neural transmission was needed as a basic part of psychology. Indiana standard P.2.3 was used.
(4)	Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to:	Incorporated this knowledge statement into the second strand (Biological bases) to streamline.
(A) (C)	explain the capabilities and limitations of sensory systems and individual perceptions; and	
(D)	understand <u>demonstrate and explain</u> the interaction of the individual and the environment in determining sensation and perception <u>such as reaction tests, depth perception, and distortion;</u>	Verb changed to demonstrate and explain to make it assessable.
(E)	<u>describe the unaltered state of consciousness;</u>	SE was created to differentiate state of consciousness and provide clarification.

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(F)	understand describe and analyze <i>the altered state and levels of consciousness including sleep cycle, dreaming, and the effects of psychoactive drugs;</i>	SE moved from old 11F because it is more aligned with biological bases of behavior. Verb changed to describe and analyze to make it assessable. Deleted levels because it implies psychodynamic approach, not biological bases.
(G)	<i>explain stress and the individual's physiological, behavioral, and psychological responses to stressors; and</i>	SE moved from old 12A because it fits under new organization of the standards.
(H)	<i>evaluate cognitive and behavioral strategies for dealing with stress;</i>	SE moved from old 12B because it fits under new organization of the standards.
(5)(4)	Individual development. Lifespan Development of Learning and Cognition. The student understands that <u>biological, social, and cognitive</u> development is a life-long process. The student is expected to:	Standards from APA, College Board, and other states were referenced to create new strands in order to streamline and provide clarity. Learning and cognition were included because they are components of development. Added specificity around development to provide clarity.
(A)	critique the various perspectives presented in analyze the nature versus nurture debate by comparing the role of the genetics and the role of the caregiver social environment on individual development including the works of Mary Ainsworth and Diana Baumrind;	SE verbiage was redundant and needed clarification. The role of the caregiver on individual development was moved from old 5C. Caregiver removed to provide further clarification. Added women to the standard per ESC feedback to include diversity and women.
(B)	trace the influence of physical development on the individual;	Per advice from ESC and TEKS review feedback, SE was omitted for streamlining purposes.
(C)	discuss the role of the caregiver on individual development;	Moved to new 4A.
(B)	compare the theories of <u>Jean Piaget, Erik Erikson, Lawrence Kohlberg, and Carol Gilligan regarding human development.</u>	The term human development encompasses types of development found in old 5DEF. Verb compare added to increase the rigor from 5G. New SE will save teachers instructional time. Content advisors, ESC and TEKS revision feedback all mentioned the addition of diversity into the standards. We have added a female psychologist to meet this request. Aligned to CCRS SS IV.D.2, CD I.A.1 Character trait connection with Kohlberg and Gilligan – b.2 and b.3 from TEC 29.906.
(D)	explain factors involved in cognitive development according to <i>Jean Piaget;</i>	Cognitive development is a part of human development. Jean Piaget moved to new 4B.
(E)	describe Erik Erikson's stages of psychosocial development;	Psychological development is a part of human development. Erik Erikson moved to new 4B.

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(F)	evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality; and	Lawrence Kohlberg's theory of morality development is a part of human development. Name added to new 4B.
(G)	evaluate the presented theories of <i>human development</i> and specify the strengths and weaknesses of each.	Moved human development to new 4B, streamlined these ideas into new SE language, and will save teachers instructional time.
(6)	Individual development. The student understands behavioral and social learning theories. The student is expected to:	This knowledge statement was incorporated into the new third strand.
(A)(C)	demonstrate an understanding of compare the principles the theories of and classical conditioning, operant conditioning and of social learning;	Verb needed clarification, and increased rigor.
(B)	describe the processes of learning using typical classroom situations.	SE was deleted in order to streamline the standards per the request of content advisors and ESC and TEKS review feedback. SE is duplicated in education and training CTE courses.
(D)	communicate the basic elements of thought including problem solving and decision making;	The basic elements of thought was moved from old SE 11A and problem solving and decision making was moved from old 11B. These ideas were combined to increase rigor and align to CCRS SS V.A.1, CD I.A.1
(E)	differentiate the three types of memories using the <i>Information Processing Theory</i> including encoding, storage, and retrieval;	Information processing moved from old 11E. The theory needed correction and more clarification of the terms related to the theory.
(F)	differentiate between the theories of intelligence, aptitude, achievement, and Intelligence Quotient (IQ); and	New SE added for additional clarification, and moved to fit in the new organization. Moved from KS8.
(G)	differentiate among aptitude, achievement, and Intelligence Quotient (IQ) tests.	Moved to fit in the new organization. SE moved from old 9B.
(7)(5)	Individual identity. Individual Variation of Behavior. The student understands the differences in individual behaviors are influenced by multiple factors principles of motivation and emotion. The student is expected to:	Standards from APA, College Board, and other states were referenced to create new strands in order to streamline and provide clarity. Motivation and emotion have been incorporated into the fourth strand. The new fourth strand now clarifies there is variety in individual behaviors.
(A)	compare predominant theories of motivation and emotion; and	
(B)	explore the interaction of biological and cultural factors in emotion and motivation.	Biological and cultural factors are covered in new SE 5A.
(8)	Individual identity. The student understands the nature of intelligence. The student is expected to differentiate the various types of intelligence.	Moved to new 4F.

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(9)	Individual identity. The student understands the basic principles of tests and measurements. The student is expected to:	This knowledge statement was incorporated into the new third strand where testing is now included.
(A)	describe statistical concepts used in testing; and	SE is redundant, having been discussed in new SE 2H.
(B)	differentiate among aptitude, achievement, and Intelligence Quotient (IQ) tests.	Moved to new 4G.
(10)	Individual identity. The student understands the development and assessment of personality. The student is expected to:	This knowledge statement was incorporated into the new fourth strand where personality is now included.
(A)	define personality;	Included as a part of new, more rigorous SE 5B.
(B)	compare and evaluate various theories of personality <u>and identify the associated theorists</u> , including psychodynamic (<u>Sigmund Freud, Carl Jung, and Karen Horney</u>), trait (<u>Paul Costa and Robert McCrae</u>), humanistic (<u>Abraham Maslow and Carl Rogers</u>), and sociocultural (<u>Hazel Markus and Shinobu Kitayama</u>); and	Use of the word various was redundant. Theorists were added to each theory to provide clarification and diversity within the field of psychology. This was done per the feedback from SBOE, content advisors, ESC and TEKS review survey feedback. Aligned to CCRS SS IV.A.3.
(C)	describe <u>evaluate</u> personality assessment tools;	Changed describe to evaluate to increase rigor of the SE.
(11)	Individual experience. The student understands basic elements of cognition. The student is expected to:	This knowledge statement was incorporated into the new third strand.
(A)	define and identify the basic elements of thought;	Moved to new 4D.
(B)	identify strategies and obstacles associated with <i>problem solving and decision making</i> ;	Moved to new 4D.
(C)	explore the structural features of language;	SE was deleted. Per the content advisors and TEKS review survey, content in the course needs to be condensed and streamlined in order for psychology to be taught in a semester.
(D)	discuss theories of language acquisition and development;	Information within this SE is covered in new SE 4B. Per the content advisors and TEKS review survey, content in the course needs to be condensed and streamlined in order for psychology to be taught in a semester.
(E)	evaluate the limitations and capabilities of the <i>information processing model</i> ; and	Moved to new 4E.
(F)	understand the states and levels of consciousness.	Moved to new 3E.
(12)	Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to:	This knowledge statement was incorporated into the new fourth strand where mental health was included.
(A)	explain stress and the individual's physiological, behavioral, and psychological responses to stressors;	Moved to new 3G

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(B)	<i>evaluate cognitive and behavioral strategies for dealing with stress;</i>	Moved to new 3H
(C) (D)	analyze the challenges inherent in defining abnormal behavior and acknowledge the sociocultural stigma of <u>being labeled</u> labeling behavior as abnormal;	Inherent and acknowledge was deleted to simplify language of the SE. SE now clarifies that the sociocultural stigma is not in labeling, but being labeled.
(D) (E)	recognize <u>explain</u> the biological, social, and cognitive origins of abnormal behavior;	Verb was changed to increase rigor of the SE. TEKS Guide Recommendation: Biological origins focus on genetics and the nervous system, social origins focus on the social environment (parenting, geographic location, culture, education), and cognitive origins focus on individual perspective and information processing.
(E) (F)	discuss major categories of abnormal behaviors <u>mental disorders</u> and identify their respective characteristics as classified in the Diagnostic and Statistical Manual <u>of Mental Disorders</u> (DSM); and	The DSM is a reference of mental disorders, not necessarily abnormal behaviors. The full name of the DSM was updated.
(E) (G)	evaluate the effectiveness of past and present methods of therapy.	
(13) (6)	The individual in society. <u>Sociocultural Context of Behavior.</u> The student will understand the influence of society and culture on behavior and cognition. The student is expected to:	Standards from APA, College Board, and other states were referenced to create new strands in order to streamline and provide clarity. This knowledge statement was retitled to align with the APA standards.
(A)	describe how attribution <u>theory</u> affects explanations of <u>explains</u> behavior;	Additions and deletions clarify that attribution is a theory.
(B)	explore the nature and effects of bias and discrimination;	Content is duplicated in Sociology TEKS. State of Georgia standards does not cover bias and discrimination in psychology.
(C) (B)	describe <u>social</u> circumstances in which conformity and obedience are likely to occur;	The word social was added to connect to the strand.
(D)	describe the effects of the presence of others on individual behavior;	The ideas are duplicated in new SE 6ABCD.
(E)	discuss the nature of altruism;	Content deleted to streamline standards per the ESC and TEKS review feedback surveys. State of Georgia standards does not cover altruism in psychology.
(F) (C)	discuss the factors influencing <u>affiliation and</u> attraction <u>including proximity, mere-exposure, similarity</u> ; and	State of Georgia standards were referenced to list our influencing factors on attraction. Affiliation was added to provide additional clarity. Mere-exposure addresses cultural diversity.
(G) (D)	identify sources of attitude formation and assess methods used to influence attitudes.	

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(14)	<i>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:</i>	KS moved to new KS1.
(A)	<i>create a product on a contemporary psychology related issue or topic using critical methods of inquiry;</i>	SE moved to new 1A to draw attention to the importance of psychology skills.
(B)	<i>draw and evaluate conclusions from qualitative information;</i>	SE moved to new 1C to draw attention to the importance of psychology skills.
(C)	apply evaluation rules to quantitative information; and	SE combined with new 1C.
(D)	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.	SE moved to new 1D to draw attention to the importance of psychology skills.
(15)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	In order to streamline skills, knowledge statement and student expectations are now incorporated into the new Psychology Skills strand.
(A)	use psychology related terminology correctly;	In order to streamline skills, knowledge statement and student expectations are now incorporated into the new Psychology Skills strand.
(B)	use standard grammar, spelling, sentence structure, and punctuation;	In order to streamline skills, knowledge statement and student expectations are now incorporated into the new Psychology Skills strand.
(C)	transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and	In order to streamline skills, knowledge statement and student expectations are now incorporated into the new Psychology Skills strand.
(D)	create written, oral, and visual presentations of social studies information.	SE combines old 14A into new 1A and allows for differentiation and choice.
(16)	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:	Knowledge statement and SE ideas incorporated into the new Psychology Skills strand in order streamline.
(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;	Knowledge statement and SE ideas incorporated into the new Psychology Skills strand in order streamline.
(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	Knowledge statement and SE ideas incorporated into the new Psychology Skills strand in order streamline.

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(C)	participate in conflict resolution using persuasion, compromise, debate, and negotiation.	Language moved to new SE 1F.
(+7)	Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem-solving. The student is expected to:	The knowledge statement is not psychology specific. Per the TEKS Review feedback survey, standards need to be streamlined.
(A)	illustrate the relationship and sequence between intermediate goals and terminal goals; and	The student expectation is not psychology specific. Per the TEKS Review feedback survey, standards need to be streamlined.
(B)	monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment.	The student expectation is not psychology specific. Per the TEKS Review feedback survey, standards need to be streamlined.
(+8)	Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to:	The knowledge statement is not psychology specific. Per the TEKS Review feedback survey, standards need to be streamlined.
(A)	analyze examples of attitudes, beliefs, and behaviors related to changes in available technology; and	The student expectation is not psychology specific. Per the TEKS Review feedback survey, standards need to be streamlined.
(B)	evaluate the impact of changes in technology on personal growth and development.	The student expectation is not psychology specific. Per the TEKS Review feedback survey, standards need to be streamlined.

WORKING DOCUMENT

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§113.79 113.46 . Sociology (One-Half Credit), <u>Adopted 2022</u> Beginning with School Year 2011-2012 .		
TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.	
(b)	Introduction.	
(1)	Sociology, an elective course, 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.	<p>TEA Comment: Edits to the general requirements and introduction have not yet been reviewed by the work group and will be addressed at a future meeting.</p> <p>US culture?</p>
(2)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(3)	Students identify the role of the free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.	
(4)	Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.	
(5)	State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.	
(A)	Each social studies class shall include, during Celebrate Freedom Week as provided under the 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 U.S. 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 U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.	

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(B)	Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, 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."	
(6)	Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.	
(c)	Knowledge and skills.	TEA Comment: KS statements and SEs are grayed out if they have not been addressed or if they have incomplete revisions.
(1)	<i>Social Studies Skills.</i>	Skills will be moved up to the top. This work will resume at the April workgroup meeting.
(1)(2)	Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	
(A)	<u>define Sociology as a discipline and differentiate the historical development of the three contemporary perspectives in sociology including functionalism (<i>Emile Durkheim</i>), conflict theory (<i>Karl Marx</i>), and symbolic interactionism (Charles Cooley and George Mead); describe the development of the field of sociology;</u>	SEs did not ask students to define sociology as a discipline. Sociological perspectives needed to be added earlier in the SEs. Cooley and Mead were added as founders of symbolic interactionism. Durkheim and Marx moved from old 1B. Aligned to CCRS SS IV.B.2
(B)	identify leading sociologists in the field of social science, including Auguste Comte, <i>Emile Durkheim</i>, Herbert Spencer, Max Weber, and <i>Karl Marx</i>, and interpret their contributions to the foundation of sociology; and	SE was streamlined and incorporated into 1A. Comte, Spencer, and Weber were deleted to condense the amount of content per the TEKS Review feedback survey. Durkheim and Marx moved to 1A.
(C)	<i>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.</i>	Being moved to streamline and align to more content specific SEs in new KS5.

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(B)	<u>define the sociological imagination as proposed by C. Wright Mills and apply it to sociological topics;</u>	Sociological imagination added to synthesize the perspectives referenced in 1A and as a foundational concept in the field. Referenced the American Sociological Association (ASA) and Georgia standards.
(C)	<u>describe the types of research methods used by sociologists including observation, case study, survey, interviews, and experiment; and</u>	Other states and ASA standards include the research methods which is currently missing from the Texas standards.
(D)	<u>explore career opportunities available in sociology.</u>	SE added to align with Psychology TEKS and to allow students to explore opportunities in the field.
(2)	Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	Knowledge statement and SEs have been deleted because they are either redundant and found in other Social Studies courses, or are covered in later SEs.
(A)	differentiate types of societies such as hunting and gathering, agrarian, pastoral, industrial, and post-industrial;	Concepts redundant as they are found in other Social Studies courses.
(B)	identify and describe the types of societies that exist in the world today;	Concepts redundant as they are found in other Social Studies courses.
(C)	examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation; and	NOTE: delete immigrant assimilation and add to new social change KS
(D)	analyze information about cultural life in the United States and other countries over time.	Concept is redundant and covered in multiple SEs within the new KS3.
(3)	Culture and social structure <u>Socialization</u> . The student examines world cultures. The student is expected to:	
(A)	<u>define culture and explain how it is a social construct;</u>	SE added because culture never defined in TEKS. Georgia standards were referenced.
(A) (B)	identify the elements of culture to include <u>including</u> language, symbols, norms, <u>beliefs, and values, and material and nonmaterial culture;</u>	Beliefs and material and nonmaterial culture added because they were not in the TEKS. TEKS Guide Recommendation: Add definitions for each element of culture.
(B) (C)	explain how the elements of culture form a whole culture; and	
(C) (D)	give examples of <u>describe and differentiate dominant culture, subcultures, counterculture, popular culture, folk culture, ideal culture, and real culture; and describe what makes them unique.</u>	Verb changed to increase rigor. Dominant culture, counterculture, popular culture, folk culture, ideal culture, and real culture added to be more specific. Georgia state standards were referenced.
(E)	<u>define culture shock and explain the reactions of ethnocentrism and cultural relativism;</u>	SE added to support the understanding that reactions of ethnocentrism and cultural relativism are due to culture shock.

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(F)	Culture and social structure. The student understands types of groups and their functions. The student is expected to:	This knowledge statement is being integrated into new KS3.
(F)	<u>analyze groups cultural norms in terms of membership roles, status, values, folkways, mores, and taboos enforced through sanctions; role conflicts, and methods of resolution.</u>	SE was clarified to only include cultural norms. Values deleted because redundant with new 3B. TEKS Guide Recommendation: Add definitions and types of sanctions (positive, negative, formal, and informal).
(G)	<u>define socialization and describe how the process of socialization is lifelong and culturally determined;</u>	SE moved from old 6A.
(H)	<u>differentiate the agents of socialization including family, school, peer groups, and media and evaluate their functions and roles; and</u>	SE moved from old 6B. Agents of socialization defined for clarity. TEKS Guide Recommendation: Add definitions of each agent of socialization.
(A) (I)	<u>categorize agents of socialization as describe models of primary, secondary, formal, informal, and reference groups; and e-communities; and</u>	Verb changed to increase rigor. E-communities referenced as media in new 3H. Clarification added to incorporate correct terminology.
(B) (J)	analyze <u>individual membership of groups including, in terms of roles, ascribed status, achieved status, and master status; and values, mores, role conflicts, and methods of resolution.</u>	Old 4B moved and divided into new 3F and 3J. Statuses added to provide clarification for teachers.
(K)	<u>identify the socialization process of life stages including childhood, adolescence, adulthood, late adulthood; and</u>	Late adulthood moved from old SE 8C and added in all other life stages for clarification. These concepts related to socialization, the umbrella for KS3. Georgia standards referenced.
(L)	<u>analyze and apply the process of resocialization using real-world examples.</u>	SE added because concept of resocialization was not addressed in TEKS. Georgia standards referenced.
(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;	
(B)	describe stereotypes of various U.S. subcultures;	Concept of stereotyping to be addressed in new SE 5I because it was redundant.
(C)	analyze social problems in selected U.S. subcultures; and	
(D)	examine counterculture movements and analyze their impact on society as a whole.	

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(6)	Individual and society. The student understands the process of socialization. The student is expected to:	Ideas to be included in new KS3.
(A)	define socialization and describe how the process of socialization is culturally determined;	SE moved to new 3G.
(B)	differentiate the agents of socialization and evaluate their functions and roles; and	SE moved to new 3H.
(C)	trace socialization as a lifelong process.	Lifelong moved to new SE 3G. Other concepts were deleted because they are duplicated from 3G.
(4)	<i>Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:</i>	Moved from old KS13.
(A)	<u>analyze the structures, functions, and traditions of social institutions including family, economics, government, education, religion, media, and health care; and</u>	Per TEKS Review survey and ESC feedback, streamlined multiple institutions into one SE. Old SEs ideas referenced are 13A, 13B, 14A, 15D.
(B)	<u>evaluate the effectiveness of contemporary U.S. social institutions.</u>	Referenced Tennessee state standards. SE builds a conceptual foundation for new KS 5 and 6. CCRS connections include I.E.3.
(10) (5)	<i>Social inequality. The student understands the nature of social stratification in society. The student is expected to:</i>	Moved from old KS10.
(A)	<u>define social stratification and analyze the characteristics and components of caste system and class systems; and social mobility and how motivation affects each;</u>	Social stratification moved from old SE 10C. Concept of social mobility and motivation moved to new SE 5B. SE language adds clarification.
(B)	<u>compare factors of social mobility such as access, motivation, education, relationships, personality, and wealth;</u>	Concepts of social mobility and motivation separated into new SE to streamline and clarify.
(D) (C)	<i>recognize and examine global stratification and inequality;</i>	SE moved from old SE 10D.
(D)	<u>explain and evaluate the power dynamics of minority and dominant groups;</u>	Used verb combinations from the CCRS. Minority group in old SE 11A was only referencing race and ethnicity, and not other social inequalities.
(B) (E)	<i>define poverty and its components characteristics and analyze poverty's impact on the individual and society;</i>	Moved from old 10B. Components changed to characteristics to stay consistent with language throughout new KS.

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<p>(A)(F)</p>	<p><u>define the social constructs of race, and ethnicity, and nationality and differentiate among the their distinguishing characteristics; of minority groups;</u></p>	<p>Moved from old 11A. Concept of minority group moved to new SE 5D. Nationality added to further clarify the often-interchanging terms of race and ethnicity. Language borrowed from CCRS II.B.1.</p> <p>TEKS Guide Recommendation: Provide most up-to-date definitions of race, ethnicity, and nationality as defined by the American Sociological Association (ASA). <u>Race</u> – a classification of humans into groups based on distinguishable physical characteristics that may form the basis for significant social identities. <u>Ethnicity</u> (derived from ethnic group) – common cultural tradition and sense of identity. <u>Nationality (borrowed from Merriam Webster)</u> – <u>belonging to a particular nation</u></p>
<p>(G)</p>	<p><u>define sex, gender, and sexual orientation and differentiate among their distinguishing characteristics;</u></p>	<p>For future reference in other SEs, distinguishing characteristics of sex, gender, and sexual orientation is necessary. The concepts in this SE highlight a defining aspect of social stratification in society. These concepts reflect changes in our society since the previous TEKS were written.</p> <p>TEKS Guide Recommendation: Provide most up-to-date definitions of sex, gender, and sexual orientation as defined by the American Sociological Association (ASA) or American Psychological Association (APA). <u>Sex (taken from ASA)</u> – The biological distinction of being male or female. <u>Gender (taken from ASA)</u> – The traits and behaviors that are socially designated as “masculine” and “feminine” in a particular society. <u>Sexual orientation</u> (taken from APA) – one’s enduring sexual attraction to male partners, female partners, or both. It may be heterosexual, same sex (gay or lesbian), or bisexual.</p>
<p>(H)</p>	<p><u>contrast compare the terms discrimination, prejudice, stereotype, and bias in relation to inequality;</u></p>	<p>Concepts discrimination, prejudice, stereotype and bias moved from old SEs 11A, 11B and 11C.</p>

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<p>(E)(I)</p>	<p>explain <u>instances of institutional racism, sexism, ageism, and poverty and analyze their impacts throughout in American U.S. history and on contemporary society:</u></p>	<p>Verb analyze added to increase rigor. “U.S. history” added to align to the high school course and to clarify the historical significance of institutional inequalities. Instances removed to allow a deeper study of the throughline of institutional inequalities and their links to contemporary society. ESC feedback survey and TEKS review survey asked for diversity. Concepts discrimination based on sex reflected in old SEs 8B and 12A and have been added as a new SE to clarify language and provide clarity of ideas. SB3 – sections 10, 11, 12 reflect ideas that connect to concept of social inequalities. CCRS connections include I.E.4.</p>
<p>(J)</p>	<p><u>identify and analyze the and interpret their contributions to the study of social inequalities by field of sociologists such as including W. E. B. DuBois, Booker T. Washington, Robert E. Park, Harriet Martineau, Jane Addams, Robert Nisbet, Robert Butler, and Julian Samora; and</u></p>	<p>Nisbet moved because his work did not focus on social inequalities. The sociologists listed in old SE 1C are now placed within the specific content of their work. Robert Butler added because he coined the term ageism. ESC feedback survey and TEKS review survey asked for diversity. CCRS connections include IV.A.1.</p>
<p>(K)</p>	<p><u>discuss how the process of socialization of gender influences gender roles and norms which result in inequalities such as ownership, power, social control, prestige, and social rewards.</u></p>	<p>Updated the language of this SE to include concepts featured in old SEs 8A and 12A. Language in old SEs was outdated and unclear. ASA definition of gender stratification referenced in this SE.</p>
<p>(7)</p>	<p>Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:</p>	
<p>(A)</p>	<p>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;</p>	
<p>(B)</p>	<p>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;</p>	
<p>(C)</p>	<p>identify issues and concerns facing contemporary adolescents such as dating, dating violence, sexuality, teen parenting, drug use, suicide, and eating disorders; and</p>	
<p>(D)</p>	<p>identify and discuss the skills adolescents need to make responsible life choices.</p>	<p>SE deleted because it shows bias and is vague.</p>

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(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;	The concept of socialization of gender added to new 5I and 5J.
(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 <i>late adulthood</i> and changes on the individual and society such as retirement, physical and mental functioning, dependency on others, and death.	Late adulthood moved to new SE 3K.
(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;	
(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.	
(10)	<i>Social inequality. The student understands the nature of social stratification in society. The student is expected to:</i>	Moved to new KS5.
(A)	<i>analyze the characteristics and components of caste and class systems and social mobility and how motivation affects each;</i>	
(B)	<i>define poverty and its components and analyze poverty's impact on the individual and society;</i>	
(C)	<i>contrast theories of social stratification; and</i>	
(D)	<i>recognize and examine global stratification and inequality.</i>	
(11)	Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:	
(A)	<i>define race and ethnicity and differentiate among the distinguishing characteristics of minority groups;</i>	
(B)	<i>contrast the terms discrimination, prejudice, and bias;</i>	
(C)	<i>discuss the ramifications of stereotyping;</i>	

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(D)	analyze the varying treatment patterns of minority groups such as African American, Asian American, Hispanic American, and American Indian; and	
(E)	explain instances of institutional racism in American society.	
(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;	Moved concept of gender roles and sex-based discrimination to new 5I and 5J.
(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:	Moved to new KS4.
(A)	define the functions and rituals of the family and how the family has changed over time;	Idea moved to new KS4.
(B)	define family systems and patterns;	Idea moved to new KS4.
(C)	analyze the trends in American society regarding family life and the needs that the institution of family satisfies; and	Idea moved to new KS4.
(D)	analyze ways in which family life can be disrupted.	Idea moved to new KS4.
(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;	
(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 explains 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;	

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(D)	analyze the functions of society and the basic societal needs that religion serves; and	Idea moved to new KS4
(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;	
(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)	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)	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.	
(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;	

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(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.	