

Standard ID	Standard Text	Edgenuity Lesson Name
TX.113.46. (HS.1)	Sociology (One-Half Credit) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	
HS.1 (A)	Describe the development of the field of sociology.	Examining Social Life Sociology: Then and Now
HS.1 (B)	Identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology.	Agents of Socialization Deviance Personality Development Social Change Social Control Sociology: Then and Now The American Value System The Meaning of Culture The Social Self The Structure of Formal Organizations
HS.1 (C)	Identify sociologists such as W. E. B. DuBois, Booker T. Washington, Robert E. Park, Harriet Martineau, Jane Addams, Robert Nisbet, and Julian Samora and interpret their contributions to the field.	Agents of Socialization Deviance Personality Development Social Change Social Control Sociology: Then and Now The American Value System The Meaning of Culture The Social Self The Structure of Formal Organizations
(HS.2)	Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	
HS.2 (A)	Differentiate types of societies such as hunting and gathering, agrarian, pastoral, industrial, and post-industrial.	Groups Within Society Types of Societies
HS.2 (B)	Identify and describe the types of societies that exist in the world today.	Groups Within Society Types of Societies

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HS.2 (C)	Examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation.	Adolescence in Our Society Explaining Social Change Minority Groups in the United States Modernization Population Change Social Movements The American Class Systems The American Family Urban Life
HS.2 (D)	Analyze information about cultural life in the United States and other countries over time.	Exploring Culture: Concepts of Culture Gender Patterns of Intergroup Relations Race, Ethnicity, and the Social Structure
(HS.3)	Culture and social structure. The student examines world cultures. The student is expected to:	
HS.3 (A)	Identify the elements of culture to include language, symbols, norms, and values.	Exploring Culture: Concepts of Culture Exploring Culture: Race, Ethnicity, and Gender
HS.3 (B)	Explain how the elements of culture form a whole culture.	Exploring Culture: Concepts of Culture Exploring Culture: Race, Ethnicity, and Gender
HS.3 (C)	Give examples of subcultures and describe what makes them unique.	Adolescence in Our Society Exploring Culture: Concepts of Culture Exploring Culture: Race, Ethnicity, and Gender Minority Groups in the United States Race, Ethnicity, and the Social Structure
(HS.4)	Culture and social structure. The student understands types of groups and their functions. The student is expected to:	
HS.4 (A)	Describe models of primary, secondary, formal, informal, and reference groups and e-communities.	Groups Within Society

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HS.4 (B)	Analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution.	Age and Disability Gender Groups Within Society Minority Groups in the United States The American Class Systems The Family in Cross-Cultural Perspective The Structure of Formal Organizations
(HS.5)	Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:	
HS.5 (A)	Compare cultural norms such as ethnicity, national origin, age, socioeconomic status, and gender among various U.S. subculture groups.	Adolescence in Our Society Exploring Culture: Race, Ethnicity, and Gender Minority Groups in the United States Race, Ethnicity, and the Social Structure
HS.5 (B)	Describe stereotypes of various U.S. subcultures.	Adolescence in Our Society Minority Groups in the United States
HS.5 (C)	Analyze social problems in selected U.S. subcultures.	Adolescence in Our Society Challenges of Adolescence The Later Years
HS.5 (D)	Examine counterculture movements and analyze their impact on society as a whole.	Cultural Variation Social Movements
(HS.6)	Individual and society. The student understands the process of socialization. The student is expected to:	
HS.6 (A)	Define socialization and describe how the process of socialization is culturally determined.	Agents of Socialization Building Blocks of Social Structure Types of Social Interaction
HS.6 (B)	Differentiate the agents of socialization and evaluate their functions and roles.	Agents of Socialization
HS.6 (C)	Trace socialization as a lifelong process.	Agents of Socialization

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(HS.7)	Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	
HS.7 (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.	Adolescence in Our Society
HS.7 (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.	Challenges of Adolescence Early and Middle Adulthood
HS.7 (C)	Identify issues and concerns facing contemporary adolescents such as dating, dating violence, sexuality, teen parenting, drug use, suicide, and eating disorders.	Adolescence in Our Society Challenges of Adolescence Teenagers and Dating
HS.7 (D)	Identify and discuss the skills adolescents need to make responsible life choices.	Challenges of Adolescence Teenagers and Dating
(HS.8)	Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:	
HS.8 (A)	development.	Early and Middle Adulthood
HS.8 (B)	Analyze the traditional roles of work and how the composition of the labor force has changed in the United States.	The World of Work
HS.8 (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.	The Later Years
(HS.9)	Individual and society. The student will explain the nature and social function of deviance. The student is expected to:	
HS.9 (A)	Compare theories of deviance such as the functionalist, conflict, and interactionist perspectives.	Deviance
HS.9 (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.	Crime
HS.9 (C)	Analyze the criminal justice system in the United States in relation to deviant behavior.	Crime

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(HS.10)	Social inequality. The student understands the nature of social stratification in society. The student is expected to:	
HS.10 (A)	Analyze the characteristics and components of caste and class systems and social mobility and how motivation affects each.	
HS.10 (B)	Define poverty and its components and analyze poverty's impact on the individual and society.	The American Class Systems
HS.10 (C)	Contrast theories of social stratification.	Poverty
HS.10 (D)	Recognize and examine global stratification and inequality.	Systems of Stratification
		Systems of Stratification
(HS.11)	Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:	
HS.11 (A)	Define race and ethnicity and differentiate among the distinguishing characteristics of minority groups.	Cultural Variation
		Exploring Culture: Race, Ethnicity, and Gender
		Minority Groups in the United States
HS.11 (B)	Contrast the terms discrimination, prejudice, and bias.	Race, Ethnicity, and the Social Structure
HS.11 (C)	Discuss the ramifications of stereotyping.	Patterns of Intergroup Relations
HS.11 (D)	Analyze the varying treatment patterns of minority groups such as African American, Asian American, Hispanic American, and American Indian.	Patterns of Intergroup Relations
		Extending Civil Rights for All Citizens
		Minority Groups in the United States
		Patterns of Intergroup Relations
HS.11 (E)	Explain instances of institutional racism in American society.	Race, Ethnicity, and the Social Structure
		Extending Civil Rights for All Citizens
		Minority Groups in the United States
		Patterns of Intergroup Relations
		Race, Ethnicity, and the Social Structure

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(HS.12)	Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:	
HS.12 (A)	Analyze how gender roles affect the opportunities available to men and women in society.	Exploring Culture: Race, Ethnicity, and Gender Gender Gender
HS.12 (B)	Analyze the effects of an aging society.	Age and Disability
HS.12 (C)	Compare the nature of health care in a global society.	Health
HS.12 (D)	Evaluate the nature of health care in different segments of American society.	Health
(HS.13)	Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	
HS.13 (A)	Define the functions and rituals of the family and how the family has changed over time.	The American Family The Family in Cross-Cultural Perspective
HS.13 (B)	Define family systems and patterns.	The American Family The Family in Cross-Cultural Perspective
HS.13 (C)	Analyze the trends in American society regarding family life and the needs that the institution of family satisfies.	The American Family
HS.13 (D)	Analyze ways in which family life can be disrupted.	The American Family
(HS.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:	
HS.14 (A)	Define and differentiate between the economic models of free enterprise and socialism and how they impact society.	The Economic Institution
HS.14 (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.	The Political Institution
HS.14 (C)	Trace the changes in ideas about citizenship and participation of different groups through time.	Extending Civil Rights for All Citizens Media and Citizenship The American Citizen What Is a Citizen?

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(HS.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:	
HS.15 (A)	Explain functionalist, conflict, and interactionist theories of education.	The Sociology of Education
HS.15 (B)	Argue and defend some current issues in American education.	The Sociology of Education
HS.15 (C)	Examine religion from the sociological point of view.	The Sociology of Religion
HS.15 (D)	Analyze the functions of society and the basic societal needs that religion serves.	The Sociology of Religion
HS.15 (E)	Compare and contrast distinctive features of religion in the United States with religion in other societies.	The Sociology of Religion
(HS.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:	
HS.16 (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.	Science as a Social Institution
HS.16 (B)	Trace major developments in the history of mass media and identify the types of mass media in the United States.	Mass Media as a Social Institution
HS.16 (C)	Explain the differences between the functionalist and conflict perspectives of mass media.	Mass Media as a Social Institution
HS.16 (D)	Examine contemporary mass media issues.	Mass Media as a Social Institution Media and Citizenship
(HS.17)	Changing world. The student understands how population and urbanization contribute to a changing social world. The student is expected to:	
HS.17 (A)	Describe the study of demography, the basic demographic concepts, and changes in settlement patterns on society.	Population Change Urban Life
HS.17 (B)	Explain and critique various theories of population growth and its impact on society.	Population Change Urban Life

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(HS.18)	Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	
HS.18 (A)	Compare and contrast various types of collective behavior and social movements and how they affect society.	Collective Behavior Explaining Social Change Social Movements The American Class Systems
HS.18 (B)	Discuss theories that have been developed to explain collective behavior and social movements.	Collective Behavior Explaining Social Change Social Movements
HS.18 (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.	Cultural Variation Explaining Social Change Modernization Population Change Social Change Social Movements
(HS.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:	
HS.19 (A)	Create a product on a contemporary sociological issue or topic using critical methods of inquiry.	Creating a Multimedia Presentation
HS.19 (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.	Deviance Systems of Stratification The Sociology of Education
HS.19 (C)	Use appropriate mathematical skills to interpret sociological information.	Crime
(HS.20)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
HS.20 (A)	Use sociology-related terminology correctly.	Creating a Multimedia Presentation
HS.20 (B)	Use standard grammar, spelling, sentence structure, and punctuation.	Creating a Multimedia Presentation
HS.20 (C)	Transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate.	Creating a Multimedia Presentation

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HS.20 (D)	Create written, oral, and visual presentations of social studies information.	
		Creating a Multimedia Presentation
(HS.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:	
HS.21 (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.	
		Creating a Multimedia Presentation
		Participating in a Class Discussion
HS.21 (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.	
		Creating a Multimedia Presentation
		Participating in a Class Discussion
HS.21 (C)	Participate in conflict resolution using persuasion, compromise, debate, and negotiation.	
		Participating in a Class Discussion